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THE ATTACK ON THE INTELLECT¹

By AGNES E. MEYER

I was gratified when you invited me to address you on academic freedom, since I am now practically a veteran of the war to preserve it and entitled to wear a number of honorable wound stripes. Moreover, it is especially gratifying to address members of the American Association of University Professors, who have not hesitated to join the embattled ranks. What is needed today even more than knowledge is the courage to use that knowledge to counteract the trend toward anti-intellectualism and the flight from reason. For there is no doubt that all of our freedoms—not merely academic freedom—are being threatened today. Our Congressional investigators are seeking to curb all expression of opinion. If we allow them to increase the fears, antagonisms, and mutual distrust which they have already spread throughout the nation, we shall create an atmosphere similar to that which developed after the French Revolution, when aristocrats were guillotined on the mere suspicion that they had sympathies for the enemies of France.

If you think that sounds extreme, remember that Governor Shivers of Texas has already called for the death penalty in his state for Communists. That of course sounds like *opéra bouffe* to any sensible person, for it is just one step this side of Hitler's gas ovens for the extermination of the Jews. But the rabid anti-Communists are not sensible, and the greatest mistake that rational people can make is to underestimate the power of unreason. An appalling disregard for the Constitution, for the law of the land, for orderly procedure is sweeping through the country. What has happened to us when the Chairman of the Judiciary Committee of the Senate insists that obviously irresponsible and groundless

¹ Address given at the Ohio Conference of Chapters of the American Association of University Professors, at Ohio University, Athens, Ohio, February 27, 1954.

aspersions cast on the integrity and loyalty of Chief Justice Warren, one of our most honorable public servants, be heard by the Committee as a condition of confirmation of appointment to the highest judicial office in the nation? What are the purposes of another Committee Chairman who defames, insults, and humiliates an honorable and gallant General of the United States Army? As Walter Lippmann said recently:

These arbitrary men who exercise the power of political life and death, who are a law unto themselves, who respect none of the rules of law and of evidence, none of the reason and courtesy of debate will—if they are allowed to go on—incite and provoke and exasperate men beyond endurance and restraint. It is very dangerous to suspend the restraints of reason. For beyond them is only the primordial violence into which men, when their laws are broken down, relapse.

It has come to the point where many of us begin to feel like the French aristocrat who, when asked what he had done during the Terror, replied: "I survived."

Bertrand Russell recently gave an accurate description of the techniques now being used by some of our Senatorial terrorists:

The classical method of the terrorist is to establish himself in public opinion as more vigorous and more searching than anybody else in unearthing secret treachery or sympathy with treachery. Men who have established themselves in this position can develop machinery giving them the right to an inquisition into the whole life and circumstances of anybody whom they happen to dislike. Even if no conclusive evidence is obtained, the mere fact of being subjected to this inquisition renders a man suspect and may easily make it impossible for him to earn a living. When by such methods the inquisitors have caused themselves to be universally feared, they can proceed to stronger measures leading step by step to imprisonment or execution by administrative order. All friends of liberty ought to be on the lookout for the early stages of this process, since in its later stages it becomes exceedingly difficult to resist.¹

We are not only in the early stages of this process—we are almost at the third stage. For our extremists like Senator McCarthy, Senator Langer, and Governor Shivers are encouraged

¹ *Olmstead v. the United States*, 277 U. S., p. 438 (1928).

in their frenzy when the more responsible members of the administration suggest that native-born Communists be deprived of their citizenship, that the use of the Fifth Amendment be curtailed, and that the use of wire-tapping be legalized. For those of us who are determined to resist the ever growing encroachments on the freedoms guaranteed by the First Amendment, whether by government officials or private patrioteers, it is high time to bear in mind the words of Justice Brandeis in his dissent in the wire-tapping case.¹ "Experience should teach us to be most on our guard to protect liberty when the government's purposes are beneficent. Men born to freedom are naturally alert to repel invasion of their liberty by evil-minded rulers. The greatest dangers to liberty lurk in insidious encroachment by men of zeal, well-meaning but without understanding."

Just to show you the fantastic mentalities of our men of zeal, I want to quote for your delectation what Senator Jenner said when President Eisenhower relieved Dr. Clarence Manion of his chairmanship of the President's Committee on Intergovernmental Relations, as the President had every right to do. Jenner expressed the hope, believe it or not, that Dr. Manion would have "an opportunity to confront his accusers." "Dr. Manion is to be made to walk the plank because he has certain fundamental things he believes in," Jenner continued, and concluded, "We are living in a dangerous age." That from Jenner, who has done his best to make the age dangerous for college professors. One would like to ask Senator Jenner, "What are your fundamental beliefs?" He and his fellow-inquisitors have taken it upon themselves to instruct colleges, universities, and public school administrators as to what they should do to discover and oust Communists, and they have put enormous pressure on all of our institutions of learning through the flamboyant publicity methods they employ. Their procedures for the most part have resembled those of prosecutors rather than those of committees that, with well-thought out objectives, with careful deliberation and the patient sifting of data, are preparing to formulate proposals for legal action.

¹Quoted from the *New York Times*, February 14, 1954.

II

This is a dangerous precedent. Intrusion into the educational system by these Inquisitors is usurpation of the right of the duly constituted educational authorities to regulate their own institutions. The unbridled exaggeration of the number of Communists in these institutions has already lowered the respect of the American people for educators and education. These congressional hearings are directly responsible for the local super-patriots who attack our public schools and colleges, and for a series of local and state regulations that break down the long-established tradition of educational autonomy. The disclaimer dis-loyalty oaths now frequently demanded of teachers are an insult to one of the nation's most loyal and conservative professions. Authoritarian officials are undermining the morale of teachers and students alike, by such measures and by the endeavor to oust all nonconformist instructors by smearing them as "controversial," "subversives," or "camouflaged reds."

Some people now are convinced that our colleges, universities, and schools are infested with Communists and with socialistic textbooks that threaten to debauch the minds of the students. Furthermore, these dubious individuals and organizations, that not only attack our educators but try to ban the works of so-called "radicals" from our libraries, are well heeled with funds from equally dubious sources. As a result, the whole system of education has been and still is subjected to a process of repression and intimidation. Academic freedom, never very secure in our country, except in a few of our oldest universities, is in great jeopardy because the uneducated are sitting in judgment on education and educators.

People have come to fear academic freedom. Under the influence of specious propaganda they interpret it as license. But freedom, by definition, does not mean license, does not mean subversion, does not mean conspiracy. It means freedom under the Bill of Rights. And the aim of our courts has been to determine not how little but how much freedom they can give the individual. This principle has made the American way of life what it is.

We must concede, however, that the forces adverse to freedom of the mind have been more astute and effective in their campaign against the intellect than its defenders. A few college presidents, a few clergymen, a few newspapers and radio-commentators have resisted the invasion of their freedom by these tyrannical ignoramuses. On the whole, the Protestant clergy have shown the greatest courage in the face of slanderous attacks. But the enlightened, rational, and liberal Americans have allowed the Inquisitors to capture the imagination of the American people for their false accusations. Today, moreover, fanaticism, the big lie, and the disease of anti-intellectualism have been spread like infectious germs among the masses by radio, television, and the press, tools which the demagogues know how to use far more effectively than our educated leaders. There have been brilliant statements by some of our leading college presidents on the meaning of academic freedom and the importance of defending it. But they are not written for mass consumption and understanding. As a result, the reasonable people who defend freedom are talking to each other, while the rabble rousers have seized the initiative, and are having a field day.

Why has a large section of the American public been so easily persuaded to support charges against our educational system that are as false as they are malicious? To be sure, it is easy to frighten people with the menace of subversives when they already feel insecure because our nation is threatened for the first time by a rival military power and a rival ideology. But I think we should face the fact that the defense of academic freedom, whether on the part of college presidents, trustees, faculty members, or the educated public, with a few notable exceptions, has been weak and ineffective. The chief reason, I think, is that the leaders of the educational world did not realize that freedom is not divisible. Other groups made the same mistake. When I warned the clergy last February, in my first defense of academic freedom, that they would be next to burn at the stake, literally nobody believed me. Yet two weeks later Velde began the attack. The leading universities should have realized that, when an American President, a Secretary of State, the State Department, the Voice of America, as well as the public school system were being smeared by political

gangsters, everybody's freedom was jeopardized and that academic freedom is only one aspect of human freedom. What the American people, our educators, and clergy still do not realize is that a well-financed, deliberately planned movement is under way in this country to silence all dissent, and that the friends of freedom must now unite and fight cooperatively and intelligently if we are not to lose the battle. At present our Inquisitors have not yet succeeded in silencing the independent mind. But the fight to quench it has only begun. And if those who seek to curb freedom of opinion are successful, they will destroy democracy, for it needs the free diversity of opposing opinions in order to exist, to grow, and to flourish.

The situation is complicated by the fact that the quality of our 1209 accredited colleges and universities varies from the first-rate to the substandard. Now that our state universities give a far better education than many of our so-called private colleges that lack even rudimentary libraries and laboratories, it would be far better if the latter would close their doors. For the only justification of the private educational institutions of higher learning lies in the fact that their educational standards are higher than those of the public-supported institutions, which cannot control the size of their student bodies. The numerous colleges and universities that are unworthy of the name are now a terrible handicap in the battle for academic freedom, for they have never been respected by the public. The educational authorities, such as the Association of American Universities, should long ago have campaigned to pass legislation in every state to establish meaningful criteria on the basis of which charters are granted private institutions of higher learning. For it is our independent, privately controlled colleges and universities that constitute the strongest single bastion of human liberty that we possess. You may reply that, as far as freedom of thought is concerned, our state universities have had an honorable record. With some recent notable exceptions, they have maintained their independence as zealously as our private universities. But they were able to do this because our great private institutions of learning have established a strong tradition of academic freedom to which the state institutions fell heir. If our best private colleges and universities should fall

under state domination, freedom of learning would soon disappear in all of them. Thus the defense of our numerous excellent private colleges and universities should be the key to our strategy in the defense of academic freedom. That is why the courageous position taken on the case of Professor Furry by President Pusey of Harvard is of such far-reaching importance and influence.

It is ominous that even our most venerable private universities should have been put on the defensive by the clever demagogues in Congress. Thus it is only sensible to examine the sins of omission and commission of which the majority of the presidents, trustees and faculties of our private universities have been guilty, if these leaders are to meet the ever increasing attacks upon their freedom with greater success.

First, too many of our colleges and universities have been ivory towers, too little aware of their community responsibilities; and by community I mean not only the immediate environment in which they find themselves, but those larger communities, the state and the nation.

A by-product of this indifference to public responsibility has been the failure to educate the American people to the importance of academic freedom, not only for scholars, but for the economic, social, and cultural progress of our country, and for the very survival of democracy.

And lastly, our colleges and universities never made it clear to the public that the social sciences must be granted the same freedom of research and teaching that the American people have long conceded to the natural sciences.

III

How have the universities failed the community? We know that in some cases the civic activities and responsibilities undertaken by the faculties have markedly benefited not only their local communities but the state as well. But on the whole the universities failed to serve the nation adequately by anticipating the trends and the needs of a society that had been revolutionized by technological progress. Take just one aspect of the problem in which our colleges and universities should have furnished leader-

ship. The rôle of the public schools has been completely transformed in a society shattered by constant warfare, constant migration, and broken homes. Yet at a moment when the public schools were more important to the social stability of the nation than ever before, the American people drifted into an indifference toward education. Should our university presidents not have alerted the country long ago to the fact that the education of all our people, together with a rapidly rising birth rate, called for more schools, more and better trained teachers, and a more even quality of education throughout the country? All the private university presidents did was to lament that the high schools were sending them improperly trained students. What else was to be expected when every classroom is overcrowded and every teacher overworked? Did these presidents ever take the trouble to ask why this was so? Did they ever come down to Washington and join in the battle for Federal aid to education? Yes, one did, Dr. Conant, former President of Harvard. But this greatly needed legislation would not have been defeated if there had been more of our distinguished college and university presidents with Conant's realization of the importance of the public schools to college education. Most of them seemed to think that as long as the private schools existed, their student body was assured. Yet a recent study of the lives of the nation's 64 leading scientists reveals that all but four of them came from our public schools. At this very moment about a fourth of the nation's talented children are lost to the universities because the universities themselves failed to alert the nation in time to this wastage of the nation's most important resources—its human capacities and talents. And this in a period when we are more in need of trained people than ever before. "Today our universities are the standard bearers of our whole system of education," the last Report of the Association of American Universities stated. Well, to me, it seems as if the standard bearers had forgotten their duty to lead the troops. With all their educational efforts, our academicians have not educated the people as to the meaning of education and its vital significance not only for the favored few but for all of the people.

At the bottom of this failure to lead is the contempt, whether conscious or unconscious, of the professional scholar for the layman.

The layman is now, quite naturally, replying in kind, with a resentment and contempt for the intellectual. All the demagogues had to do was to appeal to these popular resentments which the academic world had helped to create. Surely the American people would have shown greater eagerness to defend the academic freedom of our universities if the universities had exhibited a deep concern with the educational needs of the people as a whole.

Instead of giving a strong leadership to the community, many of our educators have allowed it to brow-beat them, especially as to the content of the curriculum. The public should be encouraged to voice its opinion on all problems of education. But it should not be allowed to make the final decision as to what should be taught and what textbooks should be used in our educational institutions. After all, a doctor does not permit his patient to decide his treatment, nor a lawyer his client on the manner in which his case is conducted. It is not democratic to allow majority rule in the educational field. It is mobocracy, for it identifies good government with the will of the majority, whereas the essence of democracy is the protection of the minority. If the educators continue to subordinate their professional leadership to majority opinion, chaos will reign, and indeed does already reign, in many of our university curricula, and academic freedom will be a lost cause.

Had the people as a whole ever understood the rôle of the educator in our society, they would have had more respect for his leadership and realized that they should accept his professional guidance. Here again the community relations of our universities were poor. They took their right to academic freedom so for granted that they never made a continuous effort to defend it nor to explain to the laity why it is essential not only to the academicians but to the people as a whole and to the growth and defense of democracy. What should have been clarified for the masses is the virtue and glory of the free search for knowledge and therefore of the institutions preeminently dedicated to its advancement. Even among scholars themselves there are those who lack a vital perception of the significance of this mission. Some seem to be under the influence of the attitude that prizes knowledge exclusively for its utilitarian services. They do not think of it as an ever-expanding illumination of the mind of man reaching ever closer to the reality

of which it is a part and using knowledge not merely for practical applications, but for the enrichment of the value and meaning of life. The whole mission of the university became confused between the vocational and the cultural, although this split is purely artificial. Never should it be conceded in the educational world that the vocational cannot be cultural or that the cultural cannot be vocational.

These intramural conflicts obscured the reason why the preservation and the extension of knowledge through untrammelled inquiry is a necessity to a free people. Knowledge is good in itself, but the freedom to seek it is, for the well-being of society, a good of another, and perhaps even more important, kind. For knowledge, unless it is also free, loses its virtue. As J. S. Mill put it, however true a doctrine may be, "if it is not fully, frequently and fearlessly discussed, it will be held as a dead dogma, not a living truth," thereby "preventing the growth of any real and heartfelt conviction." The critical mind, the spirit of independent inquiry, is killed and with the death of that independence, human dignity, the very foundation of our democratic values, is undermined. And if democracy continues, as now, to lack understanding and sympathy for this mission of the university, then democracy will become ever more confused concerning its own mission. For democracy is education. Without the passion for the untrammelled pursuit of truth, democracy forsakes its own morality, and its reason for being will have been sacrificed. If in our time insidious forces are active to overthrow the freedom of our universities, it is due to the fact that our society has not been sufficiently enlightened by its intellectual leadership to sustain this ideal.

Even that part of our public which has learned to accept freedom of research and teaching for the natural sciences is frequently unwilling to grant these same freedoms to the social sciences. Here again I think the universities have themselves to blame. Over and over again professors of the social sciences have been dismissed regardless of tenure because they expressed views of which the trustees or the president disapproved. Occasionally this has led to a defense of the dismissed scholar by his faculty associates. But too often the academic world allowed such authoritarian behavior to go unchallenged. All too often when such things happened,

faculty members buried themselves in their special fields and hoped above all for peace and quiet—despite their obvious responsibilities as citizens of the academic community. Now again I repeat, freedom is not like the curate's egg—good in spots. And in strengthening the defenses of academic freedom, it should be one of our major objectives to secure for the social sciences the same freedom of teaching, learning, and research that has long been taken for granted as essential to progress in the domain of the natural sciences.

IV

In this battle the 1953 Report of the Association of American Universities seems to offer little comfort to the various faculties. I need scarcely repeat what I have often said before: that a teacher who is *today* an active member of the Communist Party should not be allowed to teach. But he has a right to be heard and judged by a committee of his peers. It is definitely not the business of Congress to invade our institutions of higher learning to determine who shall teach, and I am sorry that the Report of the Association of American Universities did not make this point clearly and firmly. After all, Senator Jenner has stated that the authorities in the public system of education in New York City, which probably had more Communists than all the rest of our schools put together, were perfectly capable of handling the situation in that city. Why then do Senators McCarthy and Jenner and Congressman Velde not concede the same right to the colleges and universities? Because our despots have learned from Hitler that they are not safe as long as academic freedom prevails in our highest institutions of learning. They hate, with good reason, any intelligence that is superior to their own.

Our university presidents, in their statement, entitled "Rights and Responsibilities of Universities and their Faculties," said in one section that the state has no right to invade their jurisdictions unless some member of the faculty violates the law of the land. But at the same time they weakened their position by stating that "when the powers of legislative inquiry are abused, the remedy does not lie in non-cooperation or defiance," but "is to be sought through the normal channels of informed public opinion." What

a surrender! especially at a time when public opinion is not informed.

Certainly the resolutions of the American Association of University Professors showed a greater devotion to principles when they asserted that any invasions of academic autonomy by external pressures "have led unfailingly to stagnation and to a withering of the human spirit." It is a great pity that the excellent resolutions of the American Association of University Professors of 1953 have not had wider circulation among the people. Intelligent public opinion would certainly support the statement: "We believe that the contrary methods of determining fitness to teach by the application of political tests, standards of conformity, and inquisitorial procedures are methods appropriate to an authoritarian society, not to a society based upon confidence in the ability of men to choose the paths of truth, reason, and judgment."

It is not enough for the Association of American Universities to utter shining phrases about the value of the free mind while refusing to come to grips with the immediate realities. He who extols the free mind, if he is no timeserver, must show its application to the teacher who is under fire because he reaches heterodox conclusions of which some congressional ignoramuses disapprove. We know that several university presidents have been heroic in confronting the illegal methods of investigation and the slanderous attacks upon their institutions. But the majority have been subservient and timorous. The appeasers evidently carried the day when the statement of the Association of American Universities was drawn up. For it is lacking in any clear-cut leadership, in any inspiration, in any call to action, even in any specific recognition of the dangers that now threaten the intellectual independence of the academic world.

I have been told by some college presidents that they are obliged to be conservative because their prime duty is to raise funds for their institutions. When a college president who has been selected by the trustees for his scholarship is transformed into a mere money-raiser, his high office is degraded and its values falsified. The integrity of the institution should weigh more with its administrators than a new building or even a new department. The

achievements and the prestige of any seat of learning cannot be assessed by its acreage, or the size of its population, or even the volume of its research.

But the responsibility for this deplorable situation is not so much the fault of the presidents as of the trustees. The services rendered by governing boards that are loyal to freedom have been a salutary influence throughout the country. But alas, many boards have aided and abetted, sometimes even led the attack upon freedom, while only a relatively few have taken a strong stand for the defense. The failure of the boards of trustees has weakened all the other defenses of academic freedom, especially those made by the faculties of their institutions. As one university administrator, Dr. Samuel P. Capen, has said: "The time has come for the trustees of these great public trusts to enter the debate. Their appearance on the side of the educational officers would render the defense impregnable."

As the trustee of a college, I have learned that the president can do much to educate not only the trustees, but also the public, as to the value of academic freedom and the duty to defend it. Nobody has a greater responsibility than our college and university presidents, in the many speeches they are obliged to make, to explain to the public what higher education means, why its life-enhancing values are more sacred than its utilitarian services, and why scholars must be free to pursue these values. But these speeches should be couched in language that the people can understand and given wide publicity on the radio and television and in the press. In Europe it is a long established tradition of academic freedom that protects the scholar from invidious attacks by politicians. This tradition has never been firmly established in our country, because the public has actually been miseducated as to its significance. It is this lack of popular understanding that now seriously endangers our American civilization.

V

What then can you, the faculty members, do about this difficult situation? Too many faculty members are still unaware of what is at stake. Too many look upon academic freedom as a guild prerogative that should be taken for granted. Nor do they realize

sufficiently that they and no other group are the primary custodians as well as the expositors of this freedom, and that its jealous protection is their duty to society, to the future of our nation, and to the welfare of mankind.

With greater awareness of the issues, the faculties would develop more unity and courage. So far, the strategy of the faculties when attacked has been weak. They do not sufficiently recognize that if one member is unfairly attacked, all are implicated, and that if another institution is under fire, it is everybody's business. To act offensively instead of defensively, the scholars must now become as strongly organized as the lawyers, the doctors, and other professions. As a result of this lack of unity, the faculties of our universities, unlike those of Europe, have had far too little voice in the government of our institutions of higher learning, and the administrators have had too much. It is high time that a more democratic relationship be established in the academic world between the trustees, the presidents, and the faculty.

The American Association of University Professors has done noble work through the Washington office, the reports of its standing committees, its *Bulletin*, and through its continuous and thorough investigation of cases involving academic freedom. Your *Bulletin* should, in fact, have wider circulation. It should be required reading for every college and university trustee. For your organization has taken a stronger stand than the body of administrators on the major issues of academic freedom. In fact, it stands alone in its clear-cut adherence to the basic principles of American freedom, both academic and constitutional. But it needs a larger membership to gain the collective responsiveness of your profession. The Chapters have often remained inert unless their own ox is gored. Your Washington office has insufficient funds to cope with the present situation. I think you should get together with the central office and work out a plan at once to strengthen the organization, to raise more money, from the public if necessary, so that you can put up a more powerful resistance to the forces that threaten you. You must not lose faith in your cause. Timidity does not win respect in our brash land. Perhaps a wide public appeal for support and sympathy, couched in statesmanlike arguments, would be a good way of bringing your

problems to the people's consciousness. Believe me, you have a long, hard battle ahead of you. The sooner you devise new counter-offensive methods that will capture the imagination of the American people, the better it will be for you and for our nation. If "man's right to knowledge and the free use thereof" is going to be protected in this country, it is going to take more than brave manifestos. It demands positive and courageous action. The first thing I would do in your place is to call for a fair-minded investigation of your unfair-minded investigators. It is becoming daily more obvious that examination into domestic subversion must be taken away from the politicians and entrusted to a Presidential Commission of the country's best brains and highest characters.

At Vassar last week, I called upon the undergraduates to start an inter-collegiate students' movement for the defense of academic freedom. Immediately I received special delivery letters from students in several universities saying they already had such an organization. Our students do not as yet realize their power. Our Congressional despots are insolent when they have one unfortunate intellectual to torture, who is not accustomed to the rough and tumble of these disgraceful man-hunts. I have kept away from these exhibitions of Congressional brutality, which I have compared to a Spanish bull-fight, because I am literally afraid I could not restrain my indignation, so revolting is the behavior of the committee chairmen. But their methods would certainly calm down if they knew that a large delegation of students, whom they profess to be protecting from subversive teaching, were in the audience. These ardent undergraduates who believe in fair play could help transform the atmosphere not only of the Congressional investigations but of our whole unhappy, fear-ridden country, if they made it clear that they intend to protect their colleges and their faculties from state control. They could lift the morale of their teachers and at the same time defend their own liberty and freedom of speech. What an opportunity for American youth to show its mettle! I don't see why the faculties should hesitate to encourage such student organizations as a counter-measure to that fascist movement called "Students for America" which has just been rejected at the University of Vir-

ginia because our young people, thank heaven, are still predominantly lovers of independence and justice.

The alumni should also be mobilized to come to the rescue of their colleges. Here is a vast reservoir of community forces that would be on your side if your cause were clearly presented to them. No scholar should feel that this is beneath his dignity or an interruption of his proper work. A firm stand on your part would surely arouse the loyalty of those who have been your students in the past. The alumni are a large and important group whose potential influence on behalf of academic freedom has been underrated. To be sure, there have been some protests from a few prominent alumni against harboring free-spoken professors. But you have not tapped the vast numbers of the graduates who reject these complaints. It is not possible that the majority of the men and women who have passed through our colleges and universities should be indifferent to their integrity. These alumni are now the leaders of their communities. They are prominent in business and the professions. They respond to the financial needs of their alma mater. Surely they would respond with equal devotion to her moral and intellectual problems.

VI

All the forces that the universities have at their disposal—administrators, faculties, students, and alumni—must arouse the American people to a new appreciation of their institutions of learning and how essential it is that their liberty be defended. Basic to this endeavor is a greater respect among our people for education and the status of the teacher, not merely college professors, but also the teachers in our elementary and high schools, upon whom the colleges depend for well-grounded students. Only an enlightened society that values all those who form the minds of our citizens will protect the freedom of its universities. Only an enlightened society can appreciate the great and continuous emancipation of humanity that is the legacy of the bold intellects who generation after generation challenged authority and dogma, sometimes at the cost of their lives. If the present attempt to suppress freedom of thought teaches our scholars that they must

uphold this noble tradition, as their predecessors did before them, the ordeal through which we are passing will have served a great purpose, and American culture will be placed on a higher plane than any we have yet achieved.

Temporarily the friends of freedom are still on the defensive. But their ultimate victory is assured if those who believe in it band themselves together. Since the history of mankind began, the seekers for liberty, truth, and justice have been persecuted and driven underground, only to emerge once more and be recognized as guides and redeemers. The great evolutionary forces stem from reason and the intellect. The mind creates a personal independence which no demagogue can ignore. And truth has a power which no despot can subdue. Above all, remember that the independent scholar has more powerful friends in this country than you at present realize. I need only quote a passage from a recent speech by that distinguished American, Chief Justice Earl Warren: "Liberty—not communism—is the most contagious force in the world. It will permeate the Iron Curtain. It will eventually abide everywhere. For no people of any race will long remain slaves. Our strength is our diversity. Our power is in freedom of thought and of research."

That is true Americanism. That is the real reason why academic freedom is essential—it is the source of our power as a free nation. It lies mainly in your hands to rescue it from the savage attacks of the vandals and to convince the American people that it is one of their most precious possessions.

A CURRENT OF FRESH IDEAS

By GAYLORD C. LEROY

Temple University

How not to get cheated in the single life that is all one has? Part of the answer, surely, is to make one's own the experience of other men, to read some of the memorable books (precious life-blood of master spirits), to learn something about what Greece thought, the Renaissance performed. History, philosophy, literature, art—this is the way.

Not that the humanities are enough. In order not to get cheated a man must establish wise and sound relationships with society, with members of the opposite sex, with parents, with children, and so forth. Beyond such elementary (though difficult) wholeness, however, the humanities become indispensable. To many this is as obvious as that by automobile you can reach your destination faster than on your two legs. Yet the great majority do not see things this way. Or having understood the need for books, they have forgotten it. The humanities are not greatly prized. Of the 350 million dollars going to the colleges for research, 90 per cent goes to the physical and biological sciences, 10 per cent to the social sciences and humanities. As to what proportion of the 10 per cent the humanities get, the report does not say, but those who have applied for literary grants can imagine. For a major, students choose real estate, marketing, nuclear physics, not the humanities.

These facts are well known and everywhere suitably lamented. Remedies are proposed. It is my belief, however, that those who discuss the problem fail as a rule to give a correct diagnosis of the blight that now hangs over the humanities, and that the remedies they offer are in consequence of only limited usefulness. I do not

mean that what people say about the humanities is wrong (it is usually sensible and pertinent); the trouble is that it skirts the real issue. We hear, for instance, that the difficulty lies with the utilitarianism of Americans. Most Americans came here in the first place to make a better living, we are told. They built farms and factories, roads and railroads—and came to think of these occupations as the proper business of man. We remain a practical “know-how” people, concerned with what Lewis Mumford calls the “needs of survival” (food, shelter, transportation, communication, etc.) and neglectful of the “needs of fulfillment” (the need for order, continuity, meaning, value, purpose and design, love). This explanation is just, but it belongs to the periphery and not to the heart of the problem.

We are told again that the times are especially bad for the humanities because the fear (though not the fact) of insecurity is widespread and because war threatens. Those at the top of the economic ladder in America, like those at the bottom (C. Wright Mills tells us), have security at the center of their dream life. Where such a condition prevails, a man feels it is more important for him to improve his competitive position than to study Beethoven's last quartets. In a time of war, the man who can design a jet engine is more useful than the man who can distinguish between the culture of the seventeenth century in France, say, and that of the twentieth century in the United States. For a person who wants to grow in knowledge of what it means to be human, the ability to distinguish between cultures is the beginning of wisdom, but it doesn't help win wars. What all this means is that, quite apart from the traditional utilitarianism of Americans, the times we live in impel us to devote ourselves to the needs of survival rather than the needs of fulfillment. Before you can consider taking piano lessons you have to be sure you are going to be sufficiently fed. If your house were under attack by marauders, you would not try to paint pictures or carve in ivory. We are in a position today, it is said, where we must think about security and protection (survival) and postpone consideration of the arts (fulfillment). In all this, no doubt, there is also truth. But again it belongs to the periphery and not to the heart.

II

Where, then, lies the deeper cause of the decline of the humanities? We can best set ourselves on the path toward an answer by recalling what Matthew Arnold said about the needs of culture. Arnold hoped that his own age might witness a flowering period of literature and art, another age of Pericles or of Elizabeth. But he believed that this could happen only under one condition—the condition that first of all a current of fresh and vital ideas should be set in motion. The flowering periods of culture, Arnold knew, do not come of themselves; they spring from causes. The causes, he knew also, were ideas—ideas, however, of a special kind. “Animating,” “fresh,” “vital”—these were the adjectives he used to describe the kind of ideas he had in mind. Arnold thought (mistakenly) that criticism in itself might generate such ideas; hence the high esteem in which he held the critic’s function. Sometimes he believed (mistakenly also) that he himself was in possession of ideas of sufficient power to fecundate a flowering time of literature and art; hence the urgency with which, through the medium of his essays, he tried to make those ideas of his prevail. But most of the time Arnold knew that he did not have the ideas that were needed and that his age did not have them; that is why he tended to speak sadly of how the golden time, if it should come at all, would come after he and all his generation were gone. Now these ideas that Arnold spoke of—“animating,” “vital” ideas—we have them; since Arnold’s day they have been produced; they are abroad; they are here. Yet for certain reasons—reasons which it requires no great difficulty to grasp—the ideas do not function as Arnold believed they would.

The animating ideas which we possess and which Arnold lacked have to do with the nature of man. We hear it said that our age has forged ahead in technology and lagged behind in its thinking about man, but that is not even a half-truth; it is an error. Thinking concerning the nature of man has made greater headway in our time than in any one period of modern history except perhaps for the period of transition between the Middle Ages and the Renaissance. The common impression that thinking about man is in arrears of thinking about technology is the result simply of the

difference in what we do with our knowledge. In technology we apply it; in human concerns we do not—or we apply it in the most cautious and partial fashion.

Agreement will, of course, be less unanimous on what constitutes the advanced thought of our time concerning the nature of man than on what constitutes our technological advance. Asked about progress in technology, people will immediately agree that the train and the plane, the car and the phone and the bomb represent the achievement of our day. In technology, after all, we all belong to the same age—except for a few Amish who ride in buggies instead of automobiles. But in human matters, some live in the twentieth century and some in the Middle Ages, some in every century in between, and some no doubt in societies which antedate the Middle Ages. Many readers will agree, nevertheless, that the advances I shall now name are a part, though not necessarily the whole, of the progress that has been made since Arnold's time in our thinking concerning the nature of man.

1. From Freud we have learned that it will eventually be possible to understand and control areas of man's nature that had previously been thought to lie beyond our reach. We have learned that when people are abnormally hostile, or morbidly depressed, or isolated, their condition may spring from analyzable causes. We have learned that people are often prevented by an internal dynamic from living happy or productive lives, and that the causes can be discovered and sometimes eradicated. One can hardly exaggerate the liberating force of this discovery that vast areas of human experience, previously thought to lie beyond our command, are susceptible to control, whether preventive or curative.

2. We have developed new ideas about what man can accomplish through an appeal to the individual and what he can accomplish, on the other hand, only through advocacy of change in the structure of society. Men like Carlyle and Ruskin in the nineteenth century assailed their contemporaries for Mammonism without taking into account the fact that the individuals they were exhorting were part of a system which required them to serve Mammon or else go under in a terrible struggle for survival. Today we can see that when they acted in this way, the Victorian prophets were attempting the impossible. Similarly, with regard

to war, where it was thought in the nineteenth century that you could stop wars by eradicating the war-making impulse in the individual, we are inclined to insist today that you can stop war only by eradicating the war-making tendency in society. The nineteenth century was likely to assume that any change in society required first a change in the individual; the twentieth century, on the contrary, is likely to assume that any change in the individual requires first of all a change in society. These are the extremes, and the sober view lay between the extremes in the nineteenth century and does so today; yet the opposition serves to point up the difference between the earlier perspective and our own. There can be no question that the idea that certain changes require an alteration in the structure of society is again a liberating and animating idea of great potential power. Like the Freudian perspective, it enlarges our notion of the limits of man's command over the human situation.

3. We have learned something important about the nature of freedom. We know now that while man is less free than he has often been taken to be, yet he is more free than Hardy, Housman, Dreiser, and other determinists thought he was. More important, we have learned how the portion of freedom that is theoretically available may be practically achieved. Man gains freedom, we have learned, in so far as he is able to understand, and through understanding control, the forces of nature, outside him and inside also. The point is important and requires illustration. Consider a man who is subject to moods of irrational hostility, and suppose that he contemplates matrimony. In Arnold's time it would have been thought that such a man was free to establish a satisfactory marriage if only he was sufficiently determined to do so. We see now that although he may think he possesses such freedom, he may in fact not possess it. He may not be free to build a satisfactory marriage, but he will be able to win this freedom if he can get an understanding of the internal dynamic that is responsible for his fits of aggression and if through understanding he can assume control over this dynamic and change it. Note that while we see this man as less free than earlier he was thought to be, yet he has more freedom today than he in fact had in the past.

For another example one might refer again to Ruskin, who con-

sidered himself free to turn his generation away from its materialistic pursuits. We see today that Ruskin lacked the freedom he thought he possessed, but we see also that the kind of freedom Ruskin lacked is one that can theoretically be obtained, provided, namely, that one understands (as Ruskin failed to do) the forces in society which are responsible for materialistic motivation in the individual and then proceeds to find ways in which the operation of these forces can be brought under control.

Here once again we see an animating idea of immense power, for the discovery that we possess greater freedom than was often possessed in the past (though less than men sometimes *thought* they possessed) and, more important, the grasp of how freedom may be achieved and exercised—all this tends tremendously to augment one's conception of the power of man.

These three ideas alone are sufficient to provide the current of fresh and vital ideas that Arnold hoped for. They have in themselves the power to infuse literature and art with a new vitality, to bring about a new creative age.

III

Let us consider now what is happening to these ideas in America today. First, the Freudian ideas have without doubt served as a liberating force for many people, even for those who have become acquainted with them in a debased form. For the few who have been able to afford personal consultations, the ideas have been immensely liberating. Freudian insights have given vitality to much literature, creative and critical. Yet it must be observed that there is another way that Freudian ideas might have operated. By showing that much mental disturbance has its source in competitive pressures and in avoidable anxiety and fear, they have opened up the possibility of a movement of social engineering designed to alter these conditions. In this direction, potentially one in which its most significant contribution might be made, Freudian thinking has made small headway.

The second of the ideas I have mentioned served as an animating force in the thirties but is only feebly alive today. The chief drive in much of the work of such authors as Dreiser, Farrell, Steinbeck,

Dos Passos, and Wolfe was the author's conviction that the influence of society upon the individual is more profound than the influence of the individual upon society. The same conviction has animated certain works written since the thirties—*The Young Lions* by Irwin Shaw, *The Crusaders* by Stefan Heym, *The Death of a Salesman* by Arthur Miller are examples. But today this idea is hardly apparent at all. The popular arts—the movies, radio, television—insist, in fact, on the opposite thesis. "Virtually all the images of popular culture," says C. Wright Mills in *White Collar*, "are concerned with individuals, and more, with particular kinds of individuals succeeding by individual ways to individual goals. Fiction and nonfiction, movies and radio—indeed almost every aspect of contemporary mass communication—accentuate *individual* success. Whatever is done is done by individual effort, and if a group is involved, it strings along after the extraordinary leader. There is displayed no upward climb of and by collective action to political goals, but individuals succeeding, by strictly personal efforts in a hostile environment, to personal and erotic goals." At a time when the precise ways in which society shapes the individual represent a significant part of newly-acquired, liberating knowledge, the popular arts display the individual as untrammelled and give the impression that the influence of social institutions on personal psychology is negligible. This is as if a new advance in astronomy should become a signal for a great popular revival of astrology.

The third idea has hardly fared as well. The literature which in the thirties did an impressive job with the influence of society on the individual did little with the new conception of how man can achieve freedom, and since the thirties there has been no change for the better. As for popular culture, just as it disseminates antiquated ideas about the autonomy of the individual so it disseminates antiquated ideas about freedom. Man is free, we are informed, provided he has "the stuff" in him, or "has what it takes," or whatever the saying of the moment may be. We are to assume that we need think no further about the particular kind of command of circumstance without which no freedom can exist at all.

The potentially animating ideas of our time have proved

animating, then, to only a very limited degree. Why? We need not go far to find the answer. These are ideas that require us to take very seriously into consideration the possibility of certain alterations in the conditions of life in America today. This is a time in which lip-service is given to the need to be ready for change, but in which advocacy of change beyond a certain line which separates unessentials from essentials meets with an immense, curiously silent, but practically unassailable Veto. The fear of change—what power over the thoughts of all of us this fear exerts, over what we say, what we think. Sufficient power so that the ideas I have enumerated, ideas which, all of them, require that we give thought to the need for change, have been unable to flourish.

IV

What happens when the animating ideas of one's time are smothered back? History can give us lessons here, for in the stifling of ideas there is nothing new. One thing that happens is waste. Think of the waste, for example, of all the exhortation which has as its purpose the effort to turn people away from preoccupation with material things but in which no consideration is given to the way society requires men to occupy themselves with material things. Another consequence is a mood of apathy and defeat. A writer for the *New York Times* speaks of young people as constituting a "beat generation"; Nelson Algren writes of the hopelessness of American men and women today. The animating ideas of our time—paradoxically, when many forces tend to diminish man's stature—greatly enlarge one's conception of the power of man. If they were allowed to have their own way, they could not fail to dispel the current despair.

Another consequence is stultification of the arts. But here I want to allude specifically to the consequences in the humanities. The plight of the humanities is to be understood, I believe, as a consequence of what is happening to the vital ideas of our time, rather than as a consequence of the utilitarianism of the American people, or our present-day concern with the needs of survival rather than of fulfilment. For if a current of ideas is needed to bring about a flowering period of culture, it is needed just as much (though no doubt on a smaller scale) to enrich the study of the

humanities. The way to study and teach literature, history, and the arts is to illuminate them by the light of the best ideas available concerning the nature of man and to permit them, in turn, to provide the flesh and blood that alone will enable these ideas to come truly alive. But teachers of the humanities, like everyone else, have been shaped by the pressures of the time. Many of us teach as if the animating ideas generated since Arnold's death did not exist for us at all—or as if they existed merely on a level with a hundred other ideas of no great consequence. We teach our subjects, as a result, for the information rather than the wisdom they provide; we teach facts instead of insights. We teach history as battles and dates, and we explain historical events by lists of causes that cancel each other out. Literature becomes a study of linguistics or a study purely of form. The humanities cease, thus, to be a central, radiant, all-illuminating study. They start on the road toward sterility.

If this diagnosis of what is happening to the humanities is correct, then they can be saved only if those who believe in them put up a fight for the best modern knowledge concerning man. This means that teachers of the humanities should show how the vital ideas of our time bear upon their subjects, but it means much more. It means fighting, out in the arena of society itself, a battle for the best modern knowledge. Alas, the organizational forms for such a struggle do not exist. This is the measure of our plight. We are called upon to put up a struggle for which we are in no way prepared and for which even the organizational forms are lacking. This we must do in defiance of the nightmare vision of our times which tells us that an "efficient elite" using "irrational methods of persuasion" may very well get there first, so to speak, and have us licked before we start. We must do it in the face of that "engineering of consent to authority," that "impersonal manipulation, more insidious than coercion precisely because it is hidden," which often frightens the best of us into a kind of Orwellian despair.

The task appears almost hopeless. But the humanities will not be saved by sermons about the superior value of the things of the spirit. They will not be saved by lecturing the American people on the baseness of their chase for the dollar. They will not be saved at a cheaper rate than through an organized struggle for the vital ideas of the twentieth century.

THE CLEAR AND PRESENT DANGER¹

By CHARLES I. SILIN

Tulane University

By long-established custom, it is now my privilege to address you as your President. In doing so, I am fully cognizant of the fact that when you elected me to this office you did not endow me with your collective wisdom, nor did you intend for me to become your spokesman. I say this because I address you today on a controversial subject, and shall, in all likelihood, say some things with which some of you may disagree. I am in no sense your official spokesman. Nor do my views reflect the views of the administration or faculty of the university which I have the honor to serve. I speak as a single individual who feels strongly about certain trends current in our country today—trends which affect adversely institutions of learning and members of the teaching profession.

In the academic world, this year of 1953 opened with a prepared statement by the Commission on Academic Freedom and Academic Tenure of the Association of American Colleges, presented by that Commission before the Thirty-ninth Annual Meeting of the Association, on January 7, at Los Angeles, California. The Commission reported that "no problems or cases have been referred to it during the past year." Furthermore, mindful of the fact that "the colleges are fully aware of their stake in the preservation of a free society and recognize their responsibility to protect its ideals against any and all movements to subvert them," the Commission extended the official hand of welcome to the House Committee on Un-American Activities, saying:

The Commission has taken note of the expressed intention of the House Committee on Un-American Activities to investigate alleged subversive activities in American colleges and universities.

¹ Presidential address, delivered before the Tenth Annual Meeting of the South-Central Modern Language Association, Stillwater, Oklahoma, November 13, 1953; reprinted through the courtesy of the author and *The South-Central Bulletin*, Vol. XIV, No. 1, February, 1954.

Your Commission believes that the colleges should welcome any fair and impartial inquiry. It believes an important by-product of such inquiry should be the improved public understanding of American higher education—its purpose, organization, function, and contributions to American life.

Subsequent events have shown that this Commission was extraordinarily naïve and unduly optimistic. The House Committee on Un-American Activities, joined by the Senate Internal Security Sub-Committee, has done a job on American colleges and universities, so that never before have freedom in general and academic freedom in particular been in greater jeopardy. We find ourselves today in the midst of a great wave of anti-intellectualism spurred on by a few irresponsible authoritarian demagogues who, as self-professed guardians of true Americanism, are seeking to destroy our faith in the very concepts on which Americanism is founded. Why? For one reason: it pays off politically.

II

Few of us are so withdrawn in our ivory towers that we are oblivious to current trends in our communities. Many of us come into close contact with, and even participate actively in, charitable, civic, service, and political activities. We are frequently appalled by the scene which confronts us. Whole segments of our communities seem a prey to a new kind of psychosis, a syndrome compounded of fear, suspicion, and distrust of everybody in public and private life. Many people seem convinced that our social structure is undermined by radicals, that our colleges and universities are hotbeds of communism, that our government agencies are honeycombed with Reds, and that even our churches are infiltrated by subversives. We seem to have lost our sense of proportion to the degree that no citizen who expresses an original or independent thought is above suspicion. Liberals are shunned as a source of contamination; in fact, many of our citizens can no longer distinguish the difference among liberals, socialists, radicals, and communists. Too many of our people are consumed by a nervous desire to conform, to be safe, to be above suspicion; to

have no truck with liberal causes, unorthodox ideas, or dissident opinions. To be absolutely safe, they deem it prudent to watch their words, or better yet, to maintain a discreet silence on all controversial issues. For few Americans will willingly run the risk of being labelled "un-American" or stigmatized as enemies of their country.

In this uneasy atmosphere, the political opportunists—the real enemies of traditional Americanism—take to their rostrums and proceed to pollute further the noxious air which stifles freedom. Without sanction of laws, statutes, or court decisions; by methods developed in totalitarian countries which we fought in the recent past, and may fight in the not-too-distant future; by political misuse of legal processes; by suppression of dissent; by stifling controversy; by fomenting doubt and suspicion; by fostering perplexity, anxiety, and fear; by all the tricks in the book of demagoguery; they seek in the name of their own brand of Americanism to nullify the very concepts of freedom and liberty which are embodied in the Bill of Rights of the American Constitution. Our society is plagued by a proliferation of groups and individuals—some patently irresponsible, others blatantly partisan—who by means of pronouncements, pressures, boycotts, and other extra-legal techniques, seek to censor or suppress books, plays, films, radio and television programs, discussion forums, art exhibitions, and musical performances. Sometimes they do so directly and peremptorily by threatening dire consequences for the publishers, producers, or exhibitors; at other times stealthily by prejudging by a label characterizing the work or its creator as immoral, dangerous, subversive, or un-American. It is difficult for the ordinary publisher, theater manager, or studio director to stand in opposition to these groups, even though he may recognize that they have no right whatsoever to encroach on the freedom of others without due process of law. But even when the exceptional entrepreneur asserts his independence and defies these self-constituted mentors who would legislate in matters of taste, he is apt to encounter the indifference or hostility of his clientele, who have been preconditioned to think that where there is smoke there must be fire, and that it pays to be cautious.

The private citizen is not alone in knuckling under to extra-

legal pressures in the matter of censorship. Even high officials in government departments deem it more prudent to yield rather than stand for what is traditionally American and right. Thus we have had the sorry spectacle of the State Department abjectly acquiescing to the threats and fulminations of a member of a Senate committee, and seriously damaging the effectiveness of the U. S. overseas library program by a series of hastily contrived directives and counterdirectives, removing, banning, hiding, and in some cases even burning books—not only books which advocate the communist line, for they are rare, but also books on any subject by authors who are known to be, alleged to be, or suspected of being communist; books by anyone on any controversial subject; and any books which—*mirabile dictu!*—fall into the category of “and so forth.” As you know, it required the intervention of the President of the United States to stop these “zealots” (and I use his own words) “who, with more wrath than wisdom, would adopt a strangely unintelligent course.” But the damage was done. True, books will no longer be burned, but neither will they readily be bought; and when they are bought, they will be selected with careful caution to avoid all titles which by someone, somewhere, may be labelled as controversial “and so forth.”

The instances I cite are not legal censorship. We do have censorship by laws—both federal and state—enacted for the protection of society, and clearly defining the type of material which may not be printed, circulated, or exhibited: material which is criminal, seditious, obscene, libelous, etc. This is extra-legal censorship, by hysterical individuals, cynical pressure groups, astute and stupid politicians; anti-intellectuals all, who distrust all liberals and seek to foist a new kind of thought-control upon the American people. Unhappily it works. Our freedoms are in danger of withering away through nonresistance. Too many Americans will not dare, or will not bother to stand up for their freedoms, particularly when they see that the government itself is too timorous to resist the strident political opportunists.

III

This fear psychosis is particularly evident, and particularly disastrous, in our public-school system, in which the majority of

our population get their basic training in citizenship, for it has become almost impossible for school teachers to develop in their pupils the thought processes, critical attitudes, and ability to arrive at value judgments with respect to the issues upon which they will have to cast ballots as citizens. Despite the fact that many enlightened principals, superintendents, and members of school boards encourage their teachers to feel free to discuss important local, national, and international problems in the classroom—provided that their presentation is factual and unbiased—most teachers will not risk doing so, for it is fraught with danger. Important issues are controversial issues, and controversial issues are hazardous. There are too many choleric superpatriots in every community who have always been distrustful of education anyway. Subjective, ill-informed, and malevolent, they stand ready to attack any teacher whose presentation of a controversial subject does not square with their own attitude toward it. The teachers know that these people are unintelligent, that their attacks are irresponsible, that their arguments are based on innuendo, irrelevancies, and smear terminology; but they also know that to ignore them is dangerous and may lead to being labelled as un-American, or subversive, or worse. The result is that too many teachers simply avoid discussing any controversial issue in the classroom. Thus, topics which were once commonplace in our schools, and with regard to which every high-school student once had an opportunity to do some thinking, are now strictly taboo. Although there are no laws proscribing open discussion in the classroom, nor any policy pronouncements on the part of school administrators curbing academic freedom in the schools, the fact is that many teachers are so intimidated by the current attacks on the profession that they voluntarily shackle their own freedom rather than run the risk of being labelled red, or fellow-traveler, or communist, or of being summoned to appear before boards of education or before a Congressional investigating committee.

The professors in the colleges and universities are in a similar situation. Their predicament may even be worse because institutions of higher learning—more than the public schools—represent, define, cherish, and militantly support the principles of academic freedom. Under these principles a professor's freedom of inquiry

and expression is without restriction, except that he may not violate the accepted principles of his profession or the laws of the land. His university encourages him to analyze, criticize, and assess long-established scientific and social ideas, as well as currently emerging theories, with critical independence and originality, avoiding blind orthodoxy and servile conformity. He is expected to train the searchlight of critical analysis on unpopular, unorthodox, abhorrent, or even dangerous ideas. His investigations often lead him to a reaffirmation of long-accepted beliefs and institutions, and sometimes to the discovery of new truths. However, unrestricted freedom of investigation, criticism, and presentation of ideas now runs counter to the powerful wave of anti-intellectualism to which I have referred above. The very concept of academic freedom is now questioned and suspected by large segments of the population. Self-seeking politicians and fascist-minded individuals and groups are attempting to impose on college professors a social, economic, and political orthodoxy by means of a violent and reckless campaign of repression and suppression. Sly innuendoes, baseless rumors, cunning lies are spread about in order to convince our generation that leftists, un-Americans, and Communists have infiltrated the colleges and universities, and that the nation stands in dire peril unless the faculties are forthwith purged of all subversive elements.

And what or who is a subversive? The courts have never defined the term. Is it a man who reads *The Nation*? Or favors federal aid to education? Or discusses socialized medicine? Is it a Socialist who voted for Norman Thomas? Or a liberal who opposed Franco? Or an American soldier who applauded the Red Army in 1943? Every anti-intellectual will supply his own definition to fit the man or woman he is trying to smear. Witness the case of an eminent American woman, president of a great college and commander-in-chief of the WAVES during the War; she discovered that she was a security risk because she once joined an organization with a laudable program which some years later ended up on someone's subversive list!

In these circumstances, is it any wonder that the college professor is intimidated? He has studied the resolution of the American Association of University Professors which declares that

Neither the organizational affiliations of a teacher, if lawful, nor his social, economic, political or religious opinions, however difficult for others to understand and however distasteful to others they may be, are sufficient evidence of disqualification for work in the teaching profession.

And he has examined the statement of the Association of American Universities which asserts that

To enjoin uniformity of outlook upon a university faculty would put a stop to learning at its source. To censor individual faculty members would put a stop to learning at its outlet.

He ponders these declarations, and the assurance of the latter organization that "he is entitled to all the protection that the full resources of the university can provide." But he is not convinced. He has heard administrative officers extoll the virtues of academic freedom in faculty meetings, but he does not know what public position they will take when the heat is really on. He is normally conservative, at most mildly liberal, and, with only the rarest exceptions, intensely patriotic and completely devoted to the American way of life. Left to his own devices, he would communicate to his students his own acceptance of and contagious enthusiasm for American democratic traditions, ideals, and institutions, as contrasted with the foreign and particularly with the totalitarian. But he would bring them to this conclusion only after a careful analysis of all the pros and cons, and an objective evaluation of other systems, in the hope of developing in his students a sympathetic understanding and tolerance of other people who may not be fitted for, or may not yet be ready for, our way of life.

But he feels insecure. The atmosphere of repression which prevails in the community is so strong that he does not dare speak freely, lest unfavorable interpretations be placed on his words. The pressures to conform are so powerful that he is afraid that any balanced, honest judgment he may make with regard to a controversial issue may be labelled leftist or subversive, and may affect his standing in the community or his chances for advancement in the university. All too often, he finds it more expedient to be

cautious, to take no risks, to watch his words, to think twice before making a statement on a public issue, or better yet, to avoid all controversy and make no statements at all that might be subject to misunderstanding or misrepresentation. The net result is that, despite the brave words of the American Association of University Professors, of the Association of American Universities, and of many of the educational statesmen who guide the destinies of our colleges and universities, the pressures are so strong and the engendered fears so great that academic freedom is in danger of withering away by voluntary curtailment on the part of the men and women who are on the firing line. The spirit of free inquiry is still alive in our institutions of higher learning, but the current trends against it are increasing at an alarming rate.

IV

How has it come about that a nation which holds education in such high esteem, which prides itself on the possession of the most democratic school system in the world, and which has within its borders the finest institutions of learning and research, has reached the point where its own confidence in the men and women who constitute the staffs and faculties of these institutions is so undermined that the teachers and professors dare not continue their work with the same unrestricted freedom that has made the system so great? I think the answer is to be found in a combination of national anxieties and international perils which make us ripe for the malevolent, divisive tactics of a host of reactionaries, extremists, social and political demagogues, who fish in troubled waters for the accomplishment of selfish ends. Domestically, our people are confronted with many problems: the frustrations attendant upon a cold war against an ideology, the tragic casualties of a hot war in Korea, the strains on the economy imposed by the requirements of national defense and foreign aid, the social and political strains and stresses produced by a change of national administration, the apprehensions involved in problems of the size of the national debt, labor legislation, price and rent controls, antisegregation litigation, and particularly the problem of the alleged infiltration of subversives in government, education, church, and public enter-

tainment. These issues provide manifold opportunities for all sorts of individuals and groups to strike a blow against the effective functioning of American democracy.

Our difficulties are compounded by the fact that the free world is threatened by a major evil—the international Communist conspiracy operating from a powerful base in the Soviet Union; and that within the United States there is a small domestic Communist movement directed by individuals who give their allegiance to the Soviet Union. Sinister forces in this country are exploiting the situation by advocating repressive and suppressive measures which will actually fail to ward off the dangers which confront us, but may succeed in destroying the democratic way of life which they profess to wish to serve. The tragic irony of the situation is that the chief instrument of this campaign is a branch of our federal government, and that its principal targets are our most hallowed institutions and traditions. I refer to certain investigating committees of Congress and their campaign against the American system of education and against the freedom of thought, inquiry, and expression.

It is generally recognized that Congressional committees have broad investigative powers for certain specific purposes. Their function is a dual one: (1) to search out significant facts to serve as a basis for the enactment of legislation, and (2) to make certain that administrative agencies of the government are carrying out the intention of Congress in the administration of the laws. There have been many instances, in the course of the last few decades, when Congressional investigating committees, properly constituted and with clearly defined objectives, achieved notable results both in the enactment of wise and intelligent legislation and in the furtherance of the general welfare by a close supervision of the law-enforcement agencies. But this cannot be said of the House Committee on Un-American Activities or of the Senate's Permanent Investigating Committee or its Sub-Committee on Internal Security. From the stupendous labors of the House Committee on Un-American Activities, almost no legislation has materialized, except for the McCarran Internal Security Act of 1950 (an outgrowth of the earlier Smith-Mundt Bills), which is highly controversial, is of doubtful constitutionality, and has been largely in-

operative. As for the supervisory function, it is quite true that these committees—especially the Senate's Permanent Investigating Committee—have lavished much close attention on the policies, personnel, and administration of the State Department, the U. S. Information Service, the Voice of America, the overseas libraries, and many other agencies; the fact is that their harrassing, partisan ministrations have been productive neither of increased efficiency nor of improved law implementation, but rather of confusion and resentment and, in some cases, of sabotage of the agencies' programs and objectives.

While the work of these committees produced little or nothing of a constructive nature, they achieved notable results destructively. Their current investigations of subversive activity in colleges and universities have caused irreparable damage to the institutions and to the men and women teaching in them, by instilling in the general population the suspicion that educational institutions are the breeding places of Communists and fellow-travelers, and that the professors, carrying on their nefarious work behind the hypocritical cloak of academic freedom, are the principal foci of this subversive infection. It is doubtful that the committee members themselves believe in their own thesis; but as practicing politicians they know that anti-intellectualism makes friends and influences voters. Their real aim being to discredit liberalism in general, and to make political capital for themselves, they play the game for all it's worth, using methods fair and foul.

Let me make it emphatically clear that this is not an argument in favor of the Communists' right to teach. There is a fairly high degree of unanimity in our profession that by virtue of being a member of the Communist Party a man forfeits his right to a place on a university faculty. It cannot be otherwise. A Communist despises our cherished institutions and rejects our concepts of freedom and democracy. He is an active or potential participant in a conspiracy to overthrow our government by force and violence. He is not free to carry on the work of a university—to pursue critical investigation and research for the discovery of scientific, social, political, or moral truth—because he has a closed mind. He must accept without question a body of ready-made laws, principles, and concepts handed him by those who for the

moment happen to be in control of the formulation of party doctrine. He is not free to teach without bias because he must adhere to the party line which may—and often does—direct him to distort history, expurgate philosophy, and subvert science. In short, he is not a fit member of the academic society of free men because he has voluntarily abdicated his freedom for the slavery of a totalitarian dictatorship. I doubt that any of us would knowingly give a teaching appointment to a Communist. And if we should discover a Communist already on our staff, we would, in accordance with the accepted principles of academic tenure, seek to deprive him of his post by demonstrating, in a formal hearing called for the purpose, that he is personally and individually guilty of academic incompetence.

We are, however, expected to do more than that. The chairman of the Congressional investigating committees demand that we dismiss forthwith all those professors upon whose loyalty these committees cast the shadow of a doubt.

V

Although the chairmen insist that their committees are merely fact-finding bodies, an examination of the record of their hearings discloses that their proceedings are not investigations but criminal trials, and that the professors who appear before them are not witnesses but defendants. They are trials in the sense that the witness appears as an accused whose standing in the community may be destroyed, and who may be deprived of his means of earning his livelihood. The subject matter of the proceedings is in fact the guilt or innocence of the witness. But he appears before the committee as an accused who stands in jeopardy without the protection of the normal procedural standards laid down by the Constitution, and before a court which is in no way bound by a scrupulous regard for the requirements of due process of law. He is subjected to an incriminating inquiry without any finding of probable cause; he is not informed in advance of the charges against him or of the nature of the evidence; he has not the right to confront the witnesses who denounced him or to subject them to cross-examination; he is denied the right of compulsory process

for obtaining witnesses favorable to him; his right to effective aid from counsel is strictly circumscribed. And, of course, he does not have the benefit of a trial by a jury of his peers, the committee itself serving as accuser, prosecutor, jury, and judge. Furthermore, in many cases the hearing is characterized by the total absence of that atmosphere of calm which should prevail during a judicial proceeding; the witness being interrogated under a battery of bright lights, in the presence of newspapermen, photographers, radio microphones, and television cameras—an atmosphere calculated to aggravate his embarrassment and discomfiture.

The type of evidence introduced against the witness would be rejected with indignation by any court in the land as immaterial, irrelevant, incompetent, and inconsequential. Usually it is adduced that he now is, or that five, ten, fifteen or twenty years ago he was, a member of, a contributor to, spoke before, commented favorably upon, or attended a meeting of some organization which in more recent times has become allegedly suspect and has been placed on someone's list of subversive or Communist-front organizations. The Attorney-General's list of suspect organizations numbers 185; the House Committee on Un-American Activities has built its list of subversive organizations up to almost 700! To be sure, some of these organizations have been started by Communists, while others have been captured by Communists; but a large number of them are voluntary associations of well-intentioned, loyal Americans with liberal programs consistent with American traditions. They are abhorrent only to reactionary antiliberals. The Attorney-General himself originally ruled that "no conclusions whatever are to be drawn from membership in such organizations," and the U. S. Supreme Court held that the lists have no legal validity. And yet, a Congressional investigating committee, on the assumption that it alone has the wisdom to determine by authority what is American and what is un-American and by the application of the tortured doctrine of guilt by association, impugns the loyalty of an individual citizen, no matter how temporary, tenuous, or innocent his connection with a listed organization may have been.

Frequently it is charged against an individual that his name is to be found in the files of the House Committee on Un-American

Activities, and malign inferences are drawn therefrom. When we consider that this committee boasted that it has in its files the names of one million persons deemed politically dangerous to national security, what possible significance can we assign to the fact that a given person's name is there? Surely, few intelligent Americans will argue that there are that many subversives, or potential subversives, in our midst. But the committee points with pride to the number in its files as a measure of the success of its work. Its files are still growing, and it may be supposed that the committee will attain optimum success when its files and the files of the Census Bureau become identical.

Frequently, the case against a professor called before the committees rests on the unsupported word of a new type of super-patriots: the ex-Communists. These questionable characters who have committed double apostasy are the darlings of the committee chairmen. These persons who have spent the best years of their lives in the service of the enemies of our country, former traitors who worked as active members of the Soviet espionage apparatus—trained liars, perjurers, and forgers of evidence—now loudly, professionally, and lucratively repentant, they are the principal informers against the teaching profession. It is not hard to understand what motivates ex-Communists over and above the financial advantages of their new rôle. When they were still working for the Communist cause, they conceived a ravaging hatred for the college professor whom they could not subvert. They had thought that the liberal, idealistic teacher would be a pushover for their ideology, and that young America would be indoctrinated and corrupted in the classrooms of the schools and colleges. Their miserable failure is eloquently underlined by the chairman of the House Committee on Un-American Activities, who stated that at its peak—at its peak, mind you!—there were 1500 Communist teachers in the schools and colleges of this country. Fifteen hundred out of 1,200,000 teachers! Even if they were all concentrated in the colleges and universities, there would not be enough of them to average one communist professor per campus. The failure of the ex-Communists is personified by the college professor; they had counted on him, but he proved to be impervious to their fallacious arguments. The professor continued to

remain an independent and a liberal—dissenting, nonconformist, unorthodox, iconoclastic—but not a Communist. Even after their loudly trumpeted abjuration of Communism, now that these former traitors have discovered a new truth and demand rigid conformity to a new form of authoritarianism, the liberal-minded professor again fails to accept their gospel, and the ex-communists hate him with all the fanatical fervor of doubly frustrated proselytizers.

These are the circumstances, the techniques, and the testimony which confront a professor when he is summoned to appear before a Congressional investigating committee. The proceeding does not end in a definitive adjudication of guilt or innocence, for the hearing purports to be not a trial. It is a frightfully effective instrument for besmirching his character, ridiculing his intelligence, destroying his reputation, and impugning his loyalty. Its frequent concomitant is the loss of his job. The cynical forces which manipulate this instrument are interested in the professor not so much as an individual but as a representative of his class. What they aim at is the compromising of liberalism, the stamping out of social, economic, and political independence, the curtailment of the traditional American freedoms. The clear and present danger is that they may succeed.

VI

In conclusion, I would say that we the professors must be the first to recognize that the campaign currently waged by certain politicians is not designed to expose the few Communists in the colleges and universities, but is rather a calculated attempt to foist thought-control upon the teaching profession. We who have a deep commitment to free inquiry and open expression must recognize that academic freedom and civil liberty are in danger, and we must assume the responsibility for their preservation.

We must always remember that while it is easy to defend academic freedom and tenure in the normal, routine situation, they are seldom called into question normally and routinely. They are more often jeopardized in the case of unpopular dissidents, nonconformists, and protestants who are the easy targets for outside

attack; and if *they* lose them, we all stand in danger of losing them. We must, therefore, work with our colleagues, our deans, our presidents, and our supervisory boards towards achievement of university solidarity in the face of external threats. We must insist that in deciding on a professor's fitness to teach, the university should be completely autonomous—independent of the pressures and demands of Congressional committees, government agencies, civic bodies, or hysterical zealots. We must help the university guard against abusing its own authority, for the university itself must refrain from all attempts to influence or control the opinions and expressions of its faculty. We must help our alumni understand that it is not the function of a university to serve as arbiter in controversial issues; that, on the contrary, a diversity of opinions in these areas is a healthy feature of its work, and that the university's disciplinary powers must not be used as a means for imposing intellectual or political orthodoxy on the faculty.

We must help the university stand on the principle that the sole question before it is the fitness of the individual professor who is under attack. It must scrutinize the man himself—his professional training, his intellectual promise, his teaching skill, his character and personality. It must not condemn a man on the basis of unwarranted inferences; it has other and better criteria, more in keeping with the recognized principles of academic tenure. It has adequate ways for testing a man's worthiness of trust. And if the university is satisfied that he is intellectually competent, that he is moral and law-abiding, and that he does not use the classroom or his campus contacts to corrupt or indoctrinate his students, it should rise in his defense—and in defense of freedom.

We must also go outside the university and explain to the community the meaning and wisdom of academic freedom and its importance to a free society. It is our responsibility to convince the public that it has a stake in the freedom of the university, and that the integrity of the university will inevitably be compromised if it is forced to acquiesce to outside pressures. Even the most conservative among us must do their part to clarify the distinction between the individual who gives his allegiance to a foreign power by adhering to an alien ideology, and the liberal

nonconformist who is loyal to his country. We must all publicly advocate the value of nonconformism. We must constantly remind the community that it has a paramount interest in the independence, originality, and heterodoxy of its scholars; that a diversity of views and expressions is the best guarantee for a continuous re-examination of traditional ideas and a continuous flow of new ideas.

We, the professors, must be the first to recognize that the danger is clear and current, and that the responsibility for averting it rests with us.

A NOTE ON THE TEACHING OF ETHICS

By F. DAVID MARTIN

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Professor A. Cornelius Benjamin laments that "even when courses in the teaching of philosophy are given, the aims, methods, and results of such innovations are seldom communicated to other teachers of philosophy through the usual educational journals, and, as a result, anyone who projects a similar enterprise is left much to his own resources when he is confronted with the task of selecting his material and planning his presentation."¹ I want to suggest an innovation in technique—at least I believe it is something of an innovation—to those who teach introductory courses in ethics.

After a number of years of experimentation, I have become convinced that any division of courses in ethics into the "theoretical" and the "applied" is a most unfortunate bifurcation—especially for introductory students. Theory isolated from subject matter (*i.e.*, moral problems) tends to disintegrate into an arid display of what John Dewey calls "a dialectic of concepts."² As Professor Eliseo Vivas rightly claims,

The threat of sterile academicism is one which all philosophers face but which the moral philosopher ought to be more worried about than anyone else. If he loses his primary intrinsic interest in moral problems and substitutes for it interest in how to elaborate his subject matter to meet extrinsic standards of rigor and clarity borrowed from logic and mathematics, his activity becomes a game. . . . And how could a man with a sense of the urgency of the human problem and a vision of the rôle philosophy has played in history dare to take time for such a game?³

¹ A. Cornelius Benjamin, "The Need for Training in the Teaching of Philosophy," *Journal of Higher Education*, XXII (May, 1951), p. 248.

² John Dewey, *Theory of Valuation* (Chicago: University of Chicago Press, 1939), p. 28.

³ Eliseo Vivas, *The Moral Life and The Ethical Life* (Chicago: University of Chicago Press, 1950), pp. 8f.

If the ethical theories of the usual order built around Plato, Aristotle, Kant, Mill, and Dewey are to become alive for the introductory student, or even the major in philosophy, their relevance or irrelevance to the subject matter of moral experience, especially contemporary experience, must be understood.

On the other hand, applied ethics without theory tends to become a course in the indoctrination of the teacher's beliefs. Since the student is not given the conceptual tools with which to compare and to criticize these beliefs, the technique ". . . escapes being regarded as agitational only because it strengthens traditional and accepted values."¹ It is true that such indoctrination can be avoided either by means of a forced neutralism—which, of course, is most difficult to maintain by any teacher of ethics who takes his subject seriously—or by the kind of discussion method which centers the emphasis upon an interchange of the students' beliefs. Even so, the historical wealth of ethical insight remains untapped, except incidentally.

Now, only academicists at the one extreme or propagandizers at the other would deny the necessity of bringing ethical theory and moral problems into contact, and, fortunately, there are not many of these in our universities. Yet, unfortunately, too many of our more enlightened ethicists simply assume that moral issues are already explicit in the minds of their students. It then follows that the mere mention of these problems either in texts or lecture or discussion is sufficient. Consequently, the complexities and subtleties which most moral problems usually involve are simply smoothed over. Yet it is precisely these aspects which can make ethics such an intensely interesting subject for the student.

The problem, then, is how vividly to place before the student the intricacies of contemporary moral issues. All kinds of techniques are available, such as the use of current newspapers and magazines, and of movies like "Gentleman's Agreement" and "Home of the Brave." But I have found one technique of especial value—the use of carefully selected novels. Certain types of novels present moral subject matter with the urgency, complexity, and clarity

¹ Abraham Edel, "The Teaching of Formal Ethics," *The Teaching of Philosophy*, ed. Frederick P. Harris (Cleveland, Ohio, 1950), p. 65.

which surpass and complement first-hand experience. As Proust describes it:

And once the novelist has brought us to that state, in which, as in all purely mental states, every emotion is multiplied ten-fold, into which his book comes to disturb us as might a dream, but a dream more lucid, and of more lasting impression than those which come to us in sleep; why, then, for the space of an hour he sets free within us all the joys and sorrows in the world, a few of which, only, we should have to spend years of our actual life in getting to know, and the keenest, the most intense of which would never have been revealed to us because the slow course of their development stops our perception of them. It is the same in life; the heart changes, and that is our worst misfortune; for in reality its alteration, like that of certain natural phenomena, is so gradual that, even if we are able to distinguish, successively, each of its different states, we are still spared the actual sensation of change.¹

No one, I believe, can experience such works as Richard Wright's *Native Son* and Ralph Ellison's *Invisible Man* and not be better informed about the problems of racial prejudice. Lewis' *Babbitt* is an unusually fine antidote for Commerce and Finance majors. Other novels that I have found especially successful in making contemporary moral problems explicit are, to mention just a few: Koestler's *Darkness at Noon* and Malraux's *Man's Fate* on communism, Orwell's *1984* on dictatorship, Warren's *All The King's Men* on politics, Huxley's *Brave New World* on the misuse of science, Dos Passos' *U.S.A.* on labor-capital problems, Lawrence's *Sons and Lovers* and Tolstoy's *Anna Karenina* on sex, Wolfe's *Look Homeward, Angel!* on youth in America, Dostoevski's *The Brothers Karamazov* and Kafka's *The Castle* on religion.²

When such books are used side by side with Plato and his "footnotes," as a Whiteheadian might put it, moral theory and subject matter can be brought into precise and significant relation; and then the study of ethics takes on the importance which it deserves.

¹ Marcel Proust, *Swann's Way*, trans. by C. K. Scott Moncrieff (New York: The Modern Library, 1928), p. 119.

² Most of these books, incidentally, can be bought in cheap editions.

ACADEMIC FREEDOM—THE RIGHT TO BE HONEST

By CARL E. W. L. DAHLSTROM

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The rise of "isms" and of "anti-isms" during recent years has brought the subject of academic freedom to the attention of many of our citizens. The term has been variously used and defined. Moreover, academic freedom has been vigorously attacked and stalwartly defended on many occasions. Too often, however, the issues involved have not been made clear, apparently because they have not always been well understood. In fact, members of the teaching profession have frequently remained silent when they should have spoken and explained the issues, and this silence has been construed as weakness of position. It is time, therefore, that we express ourselves with unmistakable clarity regarding the meaning of academic freedom, and it is also time that we become aware of its significance not only to teachers but to all people.

To be sure, we have been not a little confused by attitudes of both our colleagues and our other fellow citizens. Some have failed to see that any problem exists. From their point of view all teachers, whether in the public schools or in the colleges and universities, are hired to teach facts. English teachers, for example, are to teach English, that is, facts pertaining to the native tongue. Economics teachers are to teach the facts of economics, and history teachers are to teach historical facts. A teacher who offers nonfactual material is derelict in duty, and, if he fails to mend his ways, should be dismissed. To people of this persuasion everything is very simple, for all knowledge comes in convenient fact-capsules; thus they are indignant when lengthy arguments develop about academic freedom. They know nothing whatsoever about opinions, judgments, conclusions, theories, hypotheses, probabilities; as a consequence, they fail to see that any problem

exists. Certain others listen to the pronunciation of the term "academic freedom" and immediately respond as though reference was made to something definitely conspiratorial. They give the impression that someone should call in one of our Congressional sleuths or notify the Federal Bureau of Investigation. For these people, any talk about freedom is necessarily associated with subversiveness. Still others among us have the attitude that academic freedom is all right in a way, but "you can go too far with it." They seem to imply that some kind of measuring device may be used to determine exact limits. When pushed for a definition of limits, they speak pointedly about right-minded people understanding how far to go and particularly where to stop. We get the feeling that such people actually look upon academic freedom as a license to say and do what you please, and that their weak support is not an honest one. Finally, we have many members of the teaching profession who do not wish to take a stand. Some of them are full professors of sufficient reputation to be considered very seriously if they would express themselves, but they do not want to become involved in anything unpleasant. They may even rationalize their position by saying that the Central Office of the American Association of University Professors is in the best (that is, safest) position to make pronouncements about such a controversial matter as academic freedom. Others, we must charitably admit, are in such circumstances that they do not dare express themselves. The truth of the matter is that the great majority of us in the teaching profession reveal far more courage in privy councils than in open meetings.

In recent years certain of our fellow citizens have been eying us ominously. If we have been quick to sense an attack on academic freedom and have given voice to our displeasure and apprehensions, we have been viewed as potentially dangerous men and women. If we have actually moved to defensive action, we have been considered probably guilty of something or other. If we have taken the offensive, no doubt has existed that we must support some radical social philosophy. At the same time we have been looked upon as, and have even been called, troublemakers by those colleagues who sympathize with the attitudes above mentioned and those who do not wish to take a stand.

Let us say at once that we cannot afford to be deterred by those who are suspicious of academic freedom and those who are unwilling to work for it. How can we possibly function in our profession unless we do possess this freedom? We must slough off our diffidence and our fears; we must take our courage into the market place and give our most ardent support to academic freedom. After all, what is it but *the right to be honest* that we are supporting? Is not academic freedom the right to be honest in thought, in utterance, and in behavior? Can anyone say that it is fundamentally anything else but this?

When we realize that academic freedom is the right to be honest, we know that we never need be at a disadvantage in argument. Those who wish to deny us academic freedom or set arbitrary limits to it may not be so eager to take the floor or to identify themselves in print if, in opposing us, they must say: "You have no right to be honest" or "We can permit you to be honest only to a limited extent." Nor will they be eager to patronize us in this wise: "You've got to be realistic about things. We don't live in an ideal world. So, if you want to keep your job as a professor, you'll have to join the rest of us and do your share of equivocating, lying, cheating, corrupting, betraying trusts, and 'framing' the people who don't work with us." No, we teachers need never be at a disadvantage, for, when we insist on the right to be honest, we stand in the vanguard of all men of good will, of all those who seek human betterment. Moreover, we well know that whatever our fellow men do to us they will eventually do to themselves. Our fate is just a forecast of their fate; so it behooves them to proceed with caution when, privately or publicly, they hold suspect or attack the right to be honest. We shall admit that only occasionally does a Socrates appear among us; yet it is fatal to give him the hemlock cup. He is killed and the nation is poisoned. It makes no difference whether the hemlock be administered by a state acting on behalf of the people, by a church purporting to represent divine will, or by any other group; the potion brings physical death to the one who has to take it and spiritual death to those who administer it.

II

We can say these things, not because of any inherent merit which we ourselves possess, but because we are convinced that honesty provides the only certain means to set up a continuum of human betterment. Thus academic freedom, the right to be honest, is not only to be cherished as a privilege of teachers but is also to be set up as a goal for all human beings. Or will someone venture to claim that it is not expedient that all men, women, and children should be honest?

Think of the record that we human beings have made in our brief history! No wonder that one of the Gospel writers could exclaim, "And the light shineth in darkness; and the darkness comprehended it not," for the record has been one of prevailing darkness. Only an occasional light has been shining, and sometimes it has been no more than an illusion of light. Indeed, so rare has been the light that many men have sought instinctively to put it out, habituated as they have been to darkness, convinced as they have been that darkness is a condition natural to men. Even now, midway through the twentieth century, when we can boast of being among the most enlightened people of all time, we can maintain the boast only as long as we gaze fondly in the mirror of our own conceit. When we see ourselves as we are, we know that, comparatively speaking, we still live in darkness. Only a small percentage of our people understand what is involved in the right to be honest, for the vast majority (doubtless including many members of the teaching profession) are too busy with the daily routines of life to be sharply aware of moral and intellectual distinctions. With all the present ferment in the world there is first of all a prime desire for survival—a desire for food, for clothing, and for shelter. Second is the desire for material things that will make survival not only more easy but more pleasant. The problem of honesty is there, but most men do not see it. Therefore it is of paramount importance that schoolmen insist on academic freedom, for it means holding up to all people the light of honesty in thought, in utterance, and in behavior. It means that at least part of the human race is working toward that time when all may

possess this now uncommon and too often challenged right, the right to be honest.

The task is not easy. We may not possess the right to be honest without assuming the obligation to be honest, for the two are inseparable. Too many people desire the reputation for honesty while they exercise the privilege of dishonesty. They find it convenient or expedient on occasions to lie, to cheat, or to do something underhanded, particularly when the dishonest action promises or seems to promise material advancement. Now, there is no need for us to join the popular crusade and declare that crime does not pay, if by "pay" we refer to material benefits. The history of men is in part the history of crimes and immorality that did pay and at times paid handsomely. We must understand that the idea of honesty in thought, in utterance, and in behavior as the only means to genuine human betterment is but slowly taking hold of men's minds. Only slowly are men rising above the amorality of the feral level of existence and attaining the codified morality of social existence; and only slowly are they rising above the partial immorality of social adjustments, conformities, and compliances. In other words, men are but slowly gaining control of their own intelligences and developing individualities. The task is difficult and at times seems beyond our power, but men will be free and will know what to do with their freedom when they learn to be honest.

This does not mean that we shall escape error, for we shall continue to make many mistakes. But it does mean that the probabilities are in favor of our escaping the brutal consequences of persistent error: blind prejudice and bigotry, the sources of so much evil. It means, further, that we shall not be guilty of indoctrinating our students with our errors; rather we shall guide them to exercising their own free intelligences. And this means that students too must have academic freedom. They too must be accorded the right to be honest. Naturally, inasmuch as they are students and presumably learning from us, we must train them by precept and by example. We must help them to understand that an intelligence cannot operate freely and effectively unless it is honest, and we must demonstrate honesty in our speech and in our actions.

In the educational world it is time that we close ranks as regards this matter of academic freedom. We are all involved, administrators and students as well as classroom teachers. It is unthinkable that, as teachers and administrators, we should be fit guides for students unless we demand the right to be honest and accept the obligation that goes with it. Moreover, we should openly inform our fellow citizens in other professions and crafts that academic freedom is nothing less than the right to be honest. If we do these things, we shall gain much. All our problems will not be solved, but we shall always be able to approach our problems from a coign of vantage. Only the dishonest people and the feral bipeds among us will continue to harass us and seek to destroy us.

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A HISTORIAN'S CREED FOR OUR TIME¹

By HANS KOHN

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The Historian is a man who tries to find out what has happened in the course of time and to correlate the events, within the limits of the available material on the one hand and of his intelligence, imagination, and ethical understanding on the other, into a meaningful sequence. Only when correlated into the pattern of the on-rushing and all-inclusive course of time do events become history. Time and its irreversibility is a fundamental and tragic aspect of human life and of history, the source of all ultimate frustration. The escape from time and history into timelessness, into eternity, into the end of history, the *eschata*, the ultimate time, the final day and the final reckoning, is a religious and secular utopian hope for an end of this fundamental tragedy. Such eschatological hopes are a historical fact, but except in their effects, they are not the concern of the historian. He is concerned with survival in the world of human contingency: past events, otherwise lost in the stream of time, are revived by him in the stream of human consciousness and enter into a relationship with our present life either by satisfying our playful curiosity or by enriching our pure knowledge in a disinterested way, or by broadening our understanding and guiding our action in a utilitarian way.

Writing history, therefore, does not mean to regard events as isolated phenomena but to put them into the context of time. From this point of view everything can become the object of history: the doings of a man or of a nation, the development of our planetary system, the working of any branch of human activity. Though, owing to the limitations of men and material, each historian deals with only a small segment of history—one period, one branch of art, one nation—he must do it in the spirit of universal history, of viewing his segment in the light of what preceded it

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and at the same time in the context of all other human societies and activities. All writing of history, even of the most minute period or branch, should be part of universal history.

Historical consciousness of this sort is a rather recent phenomenon in the long development of the human species; it distinguishes modern civilization from all the rest of living nature. Prehistoric peoples, aptly called in German *geschichtslose Völker*, peoples without history, lived in the timelessness of natural time. Their stories begin with "*Es war einmal*," "Once upon a time," which means, "It will always be so." Perhaps the ancient Hebrews were the first people strongly conscious of history: the past history of their tribe is to them always vividly present and continuous; at the same time tribal history broadens into the context of universal history. Probably it is only at this stage of time-awareness that we meet the phenomenon unknown to the rest of living nature, fear of death, and, corresponding to it, the promise of eternal life, of a new birth, of survival. But we should note that the message of comfort brought by Buddha is that of a death which will not be followed by new birth.

In the nineteenth century historical consciousness came fully into its own and became the dominant trait of the period. The revolutionary character of the period which started with the French Revolution and the rapid changes brought about by constant new discoveries and the unprecedented progress of technology created a new consciousness of time as a dynamic and moving force. While the Indian felt at home in timelessness and the Greek believed in the fundamental identity, the *semper idem*, of historical events, modern man became a conscious wanderer through time. Excavations and the interpretation of myths opened to him new dimensions of time. Through the law of evolution everything became subject to time, and thereby to history: religion, language, literature, art, institutions, science. This new historical consciousness came upon men in such a sudden and overwhelming fashion that the Germans developed it into a philosophy of its own, a *Weltanschauung*, historicism, which, in spite of its great achievements, brought great dangers. It led, in Hegel and his disciple Marx, to a metaphysicization of history, according to which theory the historical process itself is a revelation of the divine; the divine

is no longer the law and limit of everything historical but is identical with history. Everything now becomes historically necessary. The German philosopher, Martin Heidegger, greeted in 1933 the National Socialist totalitarian state as historically inevitable, as *seinsgeschichtlich*, and stressed that the philosopher, "*der Wissende*," must therefore avoid moral indignation as inappropriate. Lately Heidegger has taken a similar attitude toward communism.

The other danger, closely connected with the one pointed out, is what might be called the historization of metaphysics, whereby everything becomes relative, valid in itself. Whereas the first attitude raises historical categories to absolutes, the second easily leads to nihilism, to the rejection of any absolute standards or values. Historicism in our own time has led to two other consequences: the abuse of the past (often in a misrepresented form) to justify present or future claims of nationalism; and the fascination of prehistory, enticing us to praise instinct and myth at the expense of reasonableness and common sense.

II

In spite of these inherent dangers, the new historical consciousness and the ensuing historiography have had beneficial effects. History, rightly studied, can sharpen man's critical insight into human relationships and personality; it makes him more conscious of his limitations and therefore more humble, but also teaches him to regard the future as open, containing potentially new developments. True, the present is a product of the past; retrospectively, the historian can show how the present grew out of the past. But the present is also always something new and is itself pregnant with future developments. Though historians can show retrospectively, if without agreement among themselves, how the present has come about so that it almost appears as a necessary outcome of the past, historians at no moment in the past could have predicted the future development tending towards the present. In 1918, for example, there were several possibilities before Germany, but nobody in 1918 could have predicted the course of events of the 1930's. It might have been guessed as a possibility;

it could never have been predicted as a certainty. It could have been assumed as a future possibility only in the Germany of 1918, not, for instance, in the United States of 1932 or even the France of 1934, because, though the past does not determine the future, it sets certain limits within which future developments can take place. Though by means of their intelligence, imagination, and moral understanding men at any given moment can decide freely among several possibilities, thereby establishing and affirming their humanity, they decide within the limits of a concrete situation, the result of past developments. Only by recognition of the conditions created by the past and thereby of the true nature of the concrete problem can men find an answer which is neither destructive nor utopian but which is, to use a famous expression of Toynbee, a response to the challenge, a responsible answer to the concrete situation. Such a response demands historical understanding and also ethical standards which are above and beyond all historical understanding but cannot be fruitfully applied without it.

Ranke's famous saying that it is the task of the historian to find out and to narrate "how things really happened," "*wie es eigentlich gewesen*," can be accepted as basic. The first task of the historian is to find out by patient and painstaking research the true facts of the past. From this point of view history is scholarly research and, like all scientific endeavor, carries its reward in itself, in the joy of discovering unknown facts, of finding new interpretations, of shedding light on obscure relationships. Such history serves knowledge and not society. Its responsibility is to find out how it was, not how it should have been. Yet no historian can know the whole past, not even the full story of one man, of one year, or even of one day. From the infinity of facts we are always forced to select within the limits of surviving documentation and those imposed by our intelligence and our intentions. We select according to our set of principles, which, like a searchlight, illumines in the immensity of any past time that part which seems to us relevant. Therefore no work of history is ever finished, and there can be in the true sense of the word no definitive work of history. History, which is in its findings and conclusions always approximate and tentative, ever to be verified by fresh discoveries and above all by new experiences and insights, is a science and not an art, be-

cause art produces definitive creations which no new experience and no new discoveries can alter in their permanent validity.

Yet history—and in this it differs from the sciences—contains an essential element of art too; therefore great books by historians retain their permanent value—and not only for the historian of historiography—even though many single facts or whole interpretations have been found to be erroneous. For history, though it does not serve society, serves man—beyond enriching his knowledge—by equipping him with a deeper understanding of himself, of his fellow men, and of the situations in which men are put. It can tell us as much about man and the human condition as the best novel or the greatest drama. In this way too, then, history has much in common with art. Beyond this function, it should give us a critical awareness of ourselves and of our own time by providing perspective through comparison and distinction. Persons, events, and situations are always different and never the same: but they are never entirely new or unique. That is the truth, the partial truth, in the Greek attitude towards history, which saw in history a morphology of human behavior, or as Florus, the Roman historian of the time of Trajan and a disciple of Livy, put it pithily, "*ut qui res eius legunt, non unius populi, sed generis humani facta discant*" ("so that those who read its story, do not learn the facts about one people but about the whole human kind").

This view of the recurrent character of history, revived in our period by Rückert and Danilewsky, Nietzsche and Spengler, has been opposed by the view which sees in history one continuous development. This latter view has been generally accepted in the west since Augustine. The Judeo-Christian understanding of history as a meaningfully directed process of salvation, *Heilsgeschichte*, was secularized in the eighteenth century into the conviction that history is an infinite progress from darkness to ever-greater light, from the night of the past either to the bright day of the present, as the optimistic Enlightenment saw it, or to the even brighter day of the near future, as Marx, overstressing the dark shadows in the picture of the present, later proclaimed. This faith in progress, absolutized and vulgarized in communism, has lately given way to another mythical interpretation of history, which regards at least modern history not as the story of progress and

salvation but as the story of decay and doom. This concept was not unknown in antiquity, when it was immortalized in Hesiod's "Iron Age," and it has become fashionable in the last decades, which, in opposition to the promise of the bright day of Enlightenment, glorified the more "profound" view of man groping in the darkness of night and caught in the blindness of myth.

The naïve exaggerations of the men of the Enlightenment have been matched recently by these equally naïve laments of doom from our latter-day prophets. It is remarkable that our age of burning vitality and—in spite of its black spots—manifold promise should give rise to this kind of mournful pessimism. It is fashionable today to speak of an unprecedented "crisis," a crisis in everything. Historical insight could have tempered much the optimism of the eighteenth century; it can help us see today's crisis in perspective. The historian knows that throughout most of history men have lived in critical times. He might mention only a very few examples and take them from the Middle Ages, to whose supposedly "organic" character many romantics today look longingly back: Francis of Assisi and his followers led a saintly life because they were convinced that the world was sinking in an unprecedented moral crisis, in a morass of corruption, and could not go on in that way. The Black Death which swept Europe in the middle of the fourteenth century destroyed proportionally more lives than atomic bombs would have and left, quite understandably, a feeling of complete insecurity, of total abandonment, *Ausgeliefertsein*, as the existentialists call it today. A moral crisis of unsurpassed intensity is revealed to anyone who studies the years when Alexander Borgia was sitting on the papal throne and Savonarola was preaching in the dome of Florence. But even in the apparently so quiet late Victorian age, around 1880, the feeling of a deep moral crisis is reflected in the novels and periodicals of the day: the conflict of religion and science, the rise of unskilled labor, the emancipation of women, troubled moral minds. Everything appeared uncertain; foundations seemed to crumble and attitudes to change rapidly, and yet, retrospectively, the period seems blissfully quiet. The unspeakable savagery exercised today by man against man in some places and the frightening moral perversions have been matched in many preceding ages. What

makes us speak today of a crisis is not the greater intensity of our suffering compared with that of former centuries but our greater consciousness of it, due to popular journalism and other factors, and, above all, our heightened moral sensitivity. Today we abhor cruelty which other ages accepted without widespread protest.

III

But a historian is not only a scholar and, to a certain extent, an artist; he should also be a teacher. In fact, most historians are primarily engaged in teaching: teaching not only their students, future historians, and future teachers, but trying also to instruct their fellow men; in a democratic age history has become the concern of everybody, and the right teaching of history may be fundamental to the moral and political wisdom of peoples. Historical perspective may help in the rejection of both the utopias of enthusiasm and the utopias of despair, in regarding the present as not too bad and in expecting not too much from the future. In spite of the imperfections and limitations inherent in the nature of man and the nature of things, of which the historian should be painfully conscious, he should nevertheless see that during the relatively short time of 3,000 years frail and fallible man has learned much through an ever-renewed and maintained effort, has set lasting examples, and has built a widely accepted ethical tradition. Historians can teach us not to look on nations and classes as isolated phenomena but to see and to judge them in a universal context in the light of this ethical tradition. This tradition continues to grow, and people are always able and sometimes willing to learn from experience. Thus each generation rewrites history, not by adjusting facts to an alleged need of the hour, but by changing its viewpoints, as an old man looking back on some period of his youth, though he has achieved no greater factual knowledge, arrives at a different judgment as a result of his experience. If people did not learn from living, life would become useless, but they do. Consequently, age has had and should have a greater voice in determining courses of action than youth. Because of this possibility of learning by living, history remains a hopeful process. Past mistakes can be avoided, and new ways can be found.

Two recent examples may illustrate the hopefulness of history. The American people have learned from the experience of the first half of the twentieth century to turn away from isolationism; whereas some years ago a candidate for the presidency had to affirm his rejection of international co-operation, now such a candidate must declare his rejection of isolationism. An understanding of world responsibility and of the nature of a movement as totally alien as totalitarianism has come to Americans in recent years. But they are not the only ones who have learned by sad experience. After the catastrophe of 1945 German historians started to re-examine German history—a task which they unfortunately did not essay after 1918, as the Americans did not then turn away from isolationism—to re-examine the trends and ideas dominating the recent German past, the dangerous elements not only in the rise of Hitler but also in Bismarck's triumph and in the generally accepted Germano-centered and state-centered view. German historians are asking themselves whether the path followed by their craft since Ranke has not been wrong, not on account of the facts presented but on account of the value judgments involved. For as historians may find wrong facts, they may also be guided by wrong values; acceptance of either involves great dangers.

Historians have responsibilities, not to nations or classes, to dogmas or creeds, but to truth and to humanity. Their training can help them to understand the genesis of events and movements and to evaluate their relative worth and importance by comparison with similar attitudes in other peoples, climes, and periods. That should make their approach more critical and more cautious, especially as regards their own emotional prejudices and group interests. No sharp distinction is possible between political historians and historians of ideas; ideas and politics are closely interlinked and interdependent. So are facts and values. History, whether as scholarship or as art or as teaching, represents the meeting, the interaction, the interrelationship of objective and subjective factors. The facts of the past present the objective material; the ethos and the personality of the historian present the subjective factor without which the facts of the past and the past itself remain dead.

A SUGGESTION TO PROFESSORS

By ERVING E. BEAUREGARD

University of Dayton

My purpose in writing this article is to urge all members of the American Association of University Professors to render an important service to the public—to read their hometown newspaper scrupulously, especially the editorial page, and then to write to the editor when they detect the assailing of truth. I realize that we have our share of burdens connected with the academic and nonacademic life, and that time is most precious to us. I understand too that we prefer to read the best that the fourth estate produces (the *New York Times* immediately comes to mind). I know, moreover, that there are among us a number who do take issue with particular statements in newspapers by recourse to letters to the editor (I recall critics answering the *Times* itself, one being that eminent historian of antiquity at Yale, C. Bradford Welles). Nevertheless, all of us should remember that the public by and large relies for information upon the hometown daily or weekly. As we are aware, the hometown newspaper is saturated with the pronouncements of columnists ranging all the way from the foulest of keyhole reporters and rumor mongers to some of true scholarship and reasonable foresight. Perhaps, as we read the statements of some of these self-styled experts, we sneer and let it go at that. But is this enough? It seems to me definitely not. Why?

As professors, we are dedicated to the search and dissemination of truth. Therefore, we are impelled to joust with any who are guilty of falsehood. This applies particularly to those who in public print or by some other mass medium have strayed from the truth through ignorance or malice. Regardless of the difficulties, our calling demands that we speak fearlessly and candidly.

Let me express the development of my own interest in combatting the all-knowing columnist, the modern dragon who belches poison.

In the urban area where I teach, one evening newspaper has a virtual monopoly. It is edited by an individual who contributes several times a week a column-long article which is displayed prominently on the editorial page. In this column, and often indeed on the very same day, the editor, a self-made individual, rambles all over the universe from B.C. to A.D., from Timbuktu to Kalamazoo, from Socrates to Yoga, from the hand ax to interplanetary travel, from Pericles to the electoral college. On everything that he writes he pontificates with the supreme confidence of an almighty judge. The broadest of generalizations, the most superficial of analogies, the repetition of Holy Writ—these are used again and again. Since history is my field, I was particularly irked by his statements concerning it, especially European history. I finally tired of his inaccuracies, and using proper documentation, wrote a letter to the editor to correct his fallacies on serfdom; my letter was published in full. Later I wrote to correct erroneous misconceptions about Copernicus and Galileo; again the letter was published.

Was anything gained by writing to the editor? I think so. One has the satisfaction of speaking up to refute the falseness. Furthermore, some of my students read my letters in the newspaper and spoke favorably to me about them. I was urged by them to continue. When the occasion is legitimate, I make references in class to particular columnists who are not speaking truthfully and proceed by proper documentation to answer them. For example, a short time ago the editor I mentioned revived the old hoary legend about fanaticism being responsible for all the victories of the Arabs and for all the conversions to Islam; by coincidence next day my class in Near Eastern history discussed early Islam and thus we considered the article; the class enjoyed the discussion; in fact, it was one of our best sessions.

It is my opinion that each of us can promote the good and the true by answering in print that which sullies them.

I must hurry now, for I must pen a letter to the editor on behalf of the Egyptian Civilization which has just been slurred by the aforementioned acrobatic columnist.

THE DEFERMENT OF GRADUATE STUDENTS

By IRVING C. WHITTEMORE

Boston University

The American Association of University Professors has consistently supported the deferment of students, and there is no reason to suppose that its members, by and large, are less interested in graduate students than in undergraduates.

However, there is no denying the fact that local boards of the Selective Service System are disinclined to defer graduate students as compared with those still working for their first degree. This reluctance may stem from the layman's idea that too much education is a waste of time and money. It no doubt reflects in part an impatience with the long delay before advanced students become available for military duty. For each person deferred someone else must be found and inducted. Finally, the average local and appeal board member has difficulty in appreciating the increasing dependence of the national economy on highly trained specialists. He does not know, and it is difficult to convince him, that engineers are six times as important to production as they were a half century ago, that it now takes five years to train a teacher where it used to take three, eight years to train a physicist or chemist where it used to take six, and ten years to train a doctor where it used to take half that time.

Nor can it be said that educators have been entirely devoid of the self-interest which is supposed to motivate others, but not them! There are well-authenticated instances on record in which institutions have pretty much filled their ROTC's with students who could not qualify for deferment under Selective Service regulations, thus keeping all their classes full and the bursar busy.

Nevertheless, there is a legitimate area for the deferment of graduate students, and if Selective Service boards are given the right kind of assistance, it is likely that they will take the proper action, even when their knowledge of specialists and the need for them is limited.

Let us assume for the moment that a university has a graduate student working in his third year on an important research contract as an aspect of his preparation for a doctorate. The institution has sent to the registrant's local board a Form 109 and has been careful to keep the board informed of all changes in the student's status. All of a sudden along comes a notice of classification in I-A. What happens? The university officials most concerned are likely to experience a sudden rise in blood pressure. They are annoyed, dismayed and disgusted. From their point of view the importance of the student's work is obvious. His major professor's ego gets involved, for isn't the professor spending his life on such projects? Moreover, the provisions of Selective Service regulations are widely known, and they specifically state that a graduate student who has passed the Selective Service College Qualification Test with a score of 75 or better, or who has stood in the upper half of his senior class, is eligible for deferment if he is making satisfactory progress. The nerve of these local boards! Who are they to obstruct the wheels of scientific development!

A quotation from the Universal Military Training and Service Act of 1951, as amended, is in order (Section 6h):

Notwithstanding any provisions of this Act, no local board, appeal board, or other agency of appeal of the Selective Service System shall be required to postpone or defer any person by reason of his activity in study, research, or medical, dental, veterinary, optometric, osteopathic, scientific, pharmaceutical, chiropractic, chiropodial, or other endeavors found to be necessary to the maintenance of the national health, safety, or interest solely on the basis of any test, examination, selection system, class standing, or any other means conducted, sponsored, administered, or prepared by any agency or department of the Federal Government or any private institution, corporation, association, partnership, or individual employed by an agency or department of the Federal Government.

Clearly the Congress intended that the local boards should have maximum authority. Moreover, except on matters of procedural rights, there is no appeal through the judiciary, for Sec. 10b (3) of the Act provides that the decisions of Selective Service boards "shall be final."

Educational authorities will do well to keep these facts in mind before communicating with Selective Service officials in a tone of righteous indignation. On the general principles of human relations it is poor tactics to act so as to antagonize authorities possessing the right to classify registrants! Boards try to be objective in the face of criticism that often amounts to vituperation, but board members are human, even as are educators, and the board member has the law on his side.

A more constructive approach is to provide the board with ample information on the basis of which to make a proper classification. Few persons seem to realize that this information must be available to the local board before it can be acted on higher up in the appeal system. If a case is appealed and an institution thinks it might strengthen the case for the registrant by furnishing a more complete description of his academic career and prospects, it should be reminded that the appeal board may not review any evidence which has not been seen by the local board. It must return the file of the case.

The institution may request that the registrant be allowed a personal appearance before the local board, and he may be accompanied by an adviser (but not legal counsel) if the board permits, but under no circumstances are personal appearances permitted before appeal boards. Requests for such an appearance are a waste of time. The college should restrict its efforts to obtain personal interviews with Selective Service officials to local board members and, in some circumstances, a state or national director.

If they can be convinced of the necessity for completeness in their statements and not attempt to rely on what must seem to them the obvious merits of the professional activities of their students (merits not nearly so apparent to the layman), major professors and department chairmen are probably better qualified to inform local boards about their students than are deans or registrars. They know more about the profession and more about the student. Their weakness usually lies in a failure to realize that the burden of proof as to the necessity for the continuation of the student's educational career is strictly theirs, not the local board's. The information they furnish is usually inadequate and sometimes seems perfunctory.

A case comes to mind of a Navy reserve officer with less than 12 months' service, engaged more than two years in contract research for the Atomic Energy Commission on a university controlled project. His local board thought it was time he completed fulfilling his military obligation, and classified him 1-A. He had a National Science Foundation Fellowship and an 8-month old son but his file failed to show these facts. In another case, a young engineering student dropped out of college a year to be married, failed to notify his local board of a transfer from one college to another, and had moved twice since his original registration without bothering to send in a change of address. The colleges sent no notification, either. Perhaps it is human nature to assume that all the world knows the vast importance of the kind of activity in which one is personally engaged, but the uninitiated would be amazed to see the lackadaisical, unimaginative, and haphazard way in which student cases are sometimes presented to local boards.

As an aid in the preparation of information in student cases, the office of the Scientific Advisory Committees on Specialized Personnel of the Selective Service System, prepared, in 1953, a questionnaire, the answers to which should go far toward establishing eligibility or non-eligibility for deferment. This questionnaire is printed below. It is hoped that its use may be helpful in removing the mutual irritation which sometimes arises between local boards of the Selective Service System and college educators, an irritation which usually develops from a simple failure of communication and understanding; and that it may result in a more systematic and a wiser classification of specialist personnel whose efficient utilization is so essential to the welfare of the nation in this time of peril.

OUTLINE FOR A STUDENT CASE

Material which would be useful to a local or appeal board acting on a request for deferment.
(It is assumed that a Form 109 is on file.)

The Fundamental Requirements for Student Deferment (College)

- (1) For all students
 - a. The student is pursuing his course of study satisfactorily.
 - b. The school is a college, university, or similar institution.

- (2) For I-S (Statutory)
 - a. The student has been ordered for induction.
 - b. He has not had a I-S or a postponement as a college student previously.
- (3) For II-S
 - a. The student has achieved a minimum score on the Selective Service Qualification Test; or—
 - b. The student has achieved a certain minimum class standing.

QUESTIONNAIRE

I. Identification

- 1. What is the registrant's name, age, address, and Selective Service number?
- 2. What is the address of his local board?
- 3. What is the name and address of his college?
- 4. What is the name and title of the college official chiefly interested in his deferment?

II. Details of Status

- 1. What is the major field of study which the student is pursuing?
- 2. What is the student's minor field of study, if any?
- 3. If the student achieves his degree, what is the title of the job or jobs he will then be fitted to hold?
- 4. Do any persons without degrees hold such jobs? If so, what is the estimated proportion of the total?
- 5. What is the individual's *class standing*?
- 6. Where does he stand with respect to *other students in his major field of study*?
- 7. Has the student any record of employment in the field represented by his major field of study?
- 8. How many years beyond graduation from high school does it take most students of suitable ability to achieve the degree for which the subject student is working?
- 9. (If the student is a candidate for a graduate degree) How many years beyond the bachelor's does it take most students of suitable ability to achieve the graduate degree for which the student is a candidate?
- 10. About what proportion of the holders of jobs similar to the type for which the student is training have degrees higher than that for which he is a candidate?
- 11. What is the estimate, in the United States as a whole, of the number of persons professionally qualified in the field for which the student is training?
- 12. What courses in his major field has the student already taken? What has his grade been in each of them? What is the average (statistical mean) grade given in the college? What is the usual grade obtained by students in the registrant's major field of study?
- 13. If the college uses a measure of academic standing such as the grade point average, what is the student's grade point average? What is the average student's grade point average?

14. How many students in his institution are studying for the same degree in the same major field as the registrant?
15. How many degrees at the same level in the same field were awarded by his institution in the preceding 12 months?
16. How many of the recipients of the degrees (in 15 above) are employed in civil occupations? In the armed forces (as far as known)?
17. On the best estimate available, how many job offers per student have there been this year to individuals who were receiving their degrees in the registrant's major field of study? What is the current starting salary? What was it a year ago?
18. In preparation for his degree, has the student engaged in research? If *yes*, of what character? Is he capable of independent research? If so, and he is not a doctoral candidate, *why* is he *not* a doctoral candidate?
19. If the student has engaged in any research activities, what if any bearing did these activities have on the national defense?
20. Is the profession for which the student is preparing open to women? About what per cent of qualified personnel are women?
21. In connection with his professional preparation or activities, has the student ever exercised authority over others? To what extent?
22. Are there any hazards to life and limb normal in the pursuit of the occupation for which the student is preparing (*e.g.*, radioactive poisoning in nuclear physics; disease in bacteriology)?
23. How many persons in the United States are estimated to be engaged in the specific professional activities for which the student is preparing?
24. Is there evidence of a national shortage of persons qualified in the student's major field? What *is* the evidence?
25. What is the prospect of replacing this shortage within the next year? The next 5 years?
26. If there is no shortage, why do you believe it essential that the registrant be deferred?
27. By what educational agencies has the institution in which the student is registered been accredited?

HOW LIBERAL IS THE LIBERAL ARTS COLLEGE?

By READ BAIN

Miami University

Liberal education is under fire both from its friends and from its foes. The Liberal Arts College, the traditional citadel of liberal education, is usually at the center of this controversy. In recent years, the Arts college has declined in relative enrollment and probably also in public and academic esteem. Other undergraduate colleges, such as Education, Engineering, Journalism, Fine Arts, Public Service Administration, and Social Work, have grown at the expense of Liberal Arts. Graduate schools are developing in these fields on a par with Law, Medicine, and Theology. These emerging professional schools are drawing more and more of their students from these new undergraduate schools rather than from colleges of Liberal Arts, the traditional training ground for the learned professions.

Liberal education thus requires redefinition in the changed and changing patterns of higher education. There are at present many widespread misconceptions regarding the purpose of higher education. Among these is the conviction that the task of the college is "to make good citizens"; to correct the deficiencies of the lower schools; to teach the scientific habit of mind, and critical thinking; to make "cultured" ladies and gentlemen; and to do these things for all who have the means and desire. Among other common misconceptions are: that college is a good place "to find oneself"; to acquire "culture" in the sense of esoteric knowledge and social polish; to find a mate. All these things are excellent, but are not the business of higher education. In the judgment of the present writer, the corrective for all these misconceptions, stated negatively, is embodied in the proposition: *Higher education should not be concerned with anything which may be regarded as essential or indispensable for the entire population.*

II

Stated positively, higher education should prepare qualified people for professional practice of the arts and sciences, and for creating new knowledge in these fields. *Practice* and *creation* are crucial in this conception. Scientific and artistic *appreciation* and *participation*, which are essential to the good life, should be taught in the lower schools, and not in college. Those who have not acquired a reasonable proficiency in these fields should be excluded from higher education just as we exclude those who cannot read, write, cipher, and achieve the general knowledge necessary for the pursuit of higher education. Higher education cannot be high if it has to teach elementary tool subjects and attitudes. This includes the scientific habit of mind and the principles of esthetic and ethical behavior. Higher education consists mainly in teaching scientific and artistic *methods* and *techniques* which are necessary for creative work in these fields. It trains people to practice the pure and applied arts and sciences *professionally*, which means creatively. Thus it is necessarily limited to a relatively small percentage of the total population. Since it is a slow and expensive process, only the most promising segment of the population should be selected for higher education.

There are now many new professions, all more "learned" than were law, medicine, the ministry, and college teaching fifty years ago. Our age of specialization still requires liberation from ignorance, but mainly from the ignorance that comes from too early and too complete specialization, from failure to understand the interrelations among all professions and fields of knowledge. A liberating education requires familiarity with the general methods, findings, and unsolved problems of all the sciences and arts and a sound conception of the functions and interdependence of all the professions. It means a new mental freedom, an enduring flexibility of mind, that will protect the new specialists from narrowness and sterility. The liberal arts should prepare people for later specialization in all fields, so that all professions will be, to the maximum, creative and socially useful.

None should be in a college of Liberal Arts unless he is headed for a profession for which he has proper qualifications. The under-

graduate "professional" schools should devote at least two years to "liberal education" as here defined, and many of them, perhaps most, are doing so. Eventually, all schools of Business, for example, may require a preprofessional Liberal Arts degree, as good colleges of Law and Medicine now do. The last two years of a liberal education as here envisaged should be largely devoted to preprofessional training. If the student knows his professional goal when he enters, and has had proper home and high school vocational guidance, so much the better; he will be better motivated during his first two years.

For those who meet the above suggested criteria, the present Liberal Arts college provides some preprofessional training, but on the whole the job is poorly done. This is because many or most students do not know what they want to do or what they are capable of doing, and many teachers are incapable of formulating and teaching a creative curriculum. The result is the "country club college." Many of the curricular activities, and most of the extracurricular activities, are little above the high school level; intellectual interest and ability are low; controversial topics are taboo; the lecture-recitation-examination system still prevails; students cheat, loaf, and take the general attitude, "Here I am—now educate me!" The freeing of the mind, the development of intellectual independence, courage, honesty, and originality are at a minimum under such conditions.

Most of us who are in it are reluctant to admit that the Liberal Arts college liberates little, providing neither heat nor light nor vision; that it bores teachers and students, burdens taxpayers and parents, and gives administrators stomach ulcers. Its supreme achievement in liberation is to free most of its students during most of the four best years of their lives from working, thinking, and acting like responsible adults. Many graduates become pseudo-intellectuals, cherishing the life-long delusion that they are "educated." The "culture-in-general" people leave college with reinforced prejudices, smug satisfaction with the *status quo*, and almost nothing of what properly can be called trained critical intelligence. Many go out with a consuming desire to "make a killing" rather than with a dedicated determination to serve the community that has paid for their education.

Liberal education thus becomes a showy failure, a promoter of snobbery, undemocracy, and social unintelligence. It is a double misnomer, being neither liberal (liberating) nor an education. The illiberal Liberal Arts college is a poor little lamb that has gone astray and most of its message is blah, blah, blah.

III

How liberal is the education an able student can get in a good Liberal Arts college when he knows his professional objective? Certainly not as good as he deserves and the needs of the times demand. He is lost in the great mob of incompetents and time-servers; he faces a considerable number of required courses that often have no relation to his later needs; he must meet the often outmoded requirements of professional schools; he must take many courses of little interest or value to anyone except the specialists who teach them. Thus his mind is cribbed, cabined, and confined—regimented into the well-worn grooves of outworn academic custom and departmental vested interests.

The freshman year of a liberal and liberating higher education should consist of five three-hour, year-long courses. The freshman should be admitted only if he possesses the biological, mental, and personality traits which present scientific knowledge and expert judgment consider necessary for creative, socially useful, professional performance in the arts and sciences. The freshman year should test the validity of the process of selection, and correct its mistakes by the process of elimination. If the student does not pass all five of the basic courses, he should be remanded to the labor market or to a nonprofessional technical school—a highly important but at present an almost wholly nonexistent type of education, between the high school (education for all citizens) and higher education (education for the professions).

The first three of these freshman courses should be devoted to the physical, biological, and social sciences. These should be basic courses, showing the interrelationships between the special and general sciences in each field and the interdependent relationship of each with the other two fields. They should not be highly specialized laboratory courses. Laboratory specialization should

come later, when the student begins his preprofessional training. The first course should deal with historical development, principles, methods, pure and applied substantive knowledge, and major unsolved problems. It should introduce the students, in the most comprehensive and mind-challenging manner, to what man knows and needs to know about his physical, biological, and cultural environments.

A similar course should cover recreation and the fine arts. The natural sciences furnish the knowledge and techniques which underlie the attainment of the "good life." The recreation-art aspect of life, broadly conceived, is the "goodness" of the good life. This course should deal with the values men live by, with the things of enduring worth for which men strive, with the "reach" that exceeds the "grasp." Esthetic and ethical theories, techniques, and problems should be presented. Properly presented, these introduce the student to criticism in the broadest and best sense of the term—not merely literary and art criticism, but life criticism.

The fifth course should be unified mathematics, including a good introduction to statistics. Enough logic, semantics, and epistemology should be given to clarify the nature of symbolic communication. It is increasingly evident that a culture like ours is incomprehensible to people who are mathematically, logically, semantically, and statistically illiterate. A basic factor in most problems is semantic. This is especially true of social, esthetic, and ethical problems.

These five courses open the windows of the mind on the world in which man actually lives. They should be factual, but also inspirational and clearly oriented to the present and the future. The historical perspective should never be more than an index to the present and the possible future—never an end-in-itself, as current history teaching often tends to be. These courses should be carefully integrated with each other to avoid overlapping and repetition. There should be constant cross-reference, and the establishment of synthesizing interrelationship among them. Each teacher should know what is being taught in the other four courses at the time he is teaching a particular aspect of his own course. Such courses do not have to be "thin and superficial"—

the bad name by which many learned specialists are wont to dismiss them. They can be packed solid with the most significant facts and principles known to man. They all should be consciously oriented toward the methods and findings of pure and applied physical, biological, and social science. Natural science is the most basic aspect of our culture and our best hope for creating a peaceful, humane, one-world civilization.

There should be a final comprehensive (and *comprehension*) examination covering all five courses. A failure in this examination would prevent the student from entering the sophomore year, even if he passed the final examination in each course. If he cannot integrate all five, he is not likely to become a creative, socially intelligent professional man.¹

Such a freshman year should help the student "find himself" "liberate his mind," find a working balance between his abilities and his interests, and decide upon a professional career that would be socially useful and personally satisfying. This would be liberal education in the proper sense of the term, and much "higher" than what is currently called higher education. These five courses are the necessary foundation for socially intelligent higher education.

After the freshman year, the student should have a great deal of free time to explore areas outside of the formal curriculum. He should be encouraged to devote most of this time to fields as far removed as possible from the work he will be doing in graduate school. A wide-ranging, well-stocked, critical mind is a necessity for a liberal education. A student thus equipped is likely to escape the ill fate which makes so many so-called professional people mere technicians rather than creative, socially intelligent human beings.

Formal history, language, literature, and piecemeal specializing courses have no place in the first year of a higher education. Such courses should come later, and should not be required except as they are specifically related to later professional needs. The sole

¹ My point of view seems similar to the "perspectivism" of L. von Bertalanffy, "Philosophy of Science in Scientific Education," *Scientific Monthly*, November, 1953, pp. 233-239. This article recommends a course in the philosophy of science for seniors. Such a course might be a synthesizing climax for the kind of education I have described for the freshman year.

purpose of the first year should be to find out whether each student has the interests and abilities to become a creative professional in the sciences and the arts. A liberal, liberating education requires solid grounding in the natural sciences, and equally in the social sciences. No man is liberally educated who does not know the anatomy, physiology, and hygiene of his own body and the general properties of all forms of protoplasm. He also must have an accurate general knowledge of the astronomical, geological, and subatomic universe; $E = Mc^2$ is more important than the First Triumvirate. The student should also see clearly that physical and biological sciences are merely phases of man's culture, and he should, accordingly, be familiar with the structures and functioning of all societal phenomena.

It is now dangerously plain that artists and physical-biological scientists who are ignorant of the social sciences are a menace to human welfare, if not to the survival of mankind. There is more liberating education in understanding the implications of demographic data, economic phenomena, or political behavior than there is in knowing all the literary masterpieces ever written. Some may derive personal pleasure from them and even gain some "insight" into their own personal problems, but such knowledge is more detrimental than beneficial if it is not integrated with the knowledge of natural science which is necessary to deal effectively with both personal and social problems in a rapidly changing culture.

The widespread inability of college graduates to think factually, critically, and scientifically about social phenomena is perhaps the greatest and most dangerous defect of our so-called liberal education. We produce too many half-baked "radicals," eager but ignorant reformers, yearners, groaners, and earnest people who cry, "Let's *do* something—quick!" We also produce too many "arty" people; too many cynical, fatalistic, quibbling people; too many verbal gymnasts; too many trivial, superficial, "tomorrow-we-die" people; too many professional people who are clever but socially unintelligent technicians.

IV

So I conclude that most Liberal Arts colleges are not very liberating, and the "higher education" they purvey is pretty low. They

are bogged down in over-specialization; mired in outworn curricula; corrupted with intellectual snobbery; damned by trivial extracurricularity. They are overburdened with students who have no professional goals, and with those whose goals are beyond their capacities. They are cursed with too many students who do not even want half a loaf—they want a four-year “loaf.” They are infested by too many teachers who are over-specialized, and by too many who lack the personal and professional qualities to help prepare able students for creative professional careers.

Too much of the limited educational time is devoted to the past. The problems of the present and the probable future have the greatest value for a liberal education. The new ideology which will shape the personalities of whole men is the ideology of natural science. If we are to create an integrated, democratic, world-wide civilization, we must make all educated men as familiar with the world that natural science is revealing and creating as Renaissance men were familiar with the Judeo-Christian-Greco-Roman culture. Liberal education must integrate our highly specialized natural science-based civilization.

At present, about the best one can say is that some Liberal Arts colleges are better than most. They are generally small colleges, not parts of great universities. They have a limited and often highly selected enrollment, a carefully selected staff, and adequate physical equipment. One can also say that the Liberal Arts colleges in the great universities are worried; that they are doing some serious soul-searching; and that such a “conviction of sin” may be the beginning of righteousness. One may also question whether the administrators of higher education could cleanse their temples even if they knew clearly what is rotten in the halls of Academia, and particularly in the Arts colleges.

This much seems clear: If the Liberal Arts college does not provide a liberating higher education and proper preprofessional training for all subsequent professional education, it cannot long survive. The “upstart” undergraduate schools will take away increasing numbers of our present preprofessional people and we shall truly merit the opprobrious name, “the country club college.”

INSTRUCTIONAL SALARIES IN 41 SELECTED COLLEGES AND UNIVERSITIES FOR THE ACADEMIC YEAR 1953-54

A Study by the Committee on the Economic Status of the Profession of the American Association of University Professors

This is the fourth in the series of studies of instructional salaries in selected colleges and universities which were authorized by the Council of the Association in March, 1948. The first two studies were for the academic years 1948-49 and 1949-50, and the third, following Committee recommendation and Council decision that they be continued on a biennial basis, was for the year 1951-52.¹ In connection with the current study, 35 of the cooperating institutions have also provided the Committee with consistent salary data for the academic year 1939-40. These data enable us to establish a prewar base from which to measure the extent of salary adjustments to the inflation of the last 14 years.

This study, like the three which have preceded it in this series, is not based on the principles of random sampling. The institutions invited to participate were chosen, with consideration for regional representation, from those which the Committee had reason to believe followed good practices with respect to instructional salaries and related matters. The findings cannot, therefore, be assumed to be representative of the over-all salary situation in American colleges and universities today, and the measurements of changes made since 1939-40 in these selected institutions are not necessarily typical of the developments which have taken place generally in institutions of higher learning.

In the current survey,² the same 41 institutions which were included in the study for 1949-50 were invited to participate, and all

¹ The reports were published in the *Bulletin* as follows: for 1948-49, Vol. 34, No. 4, pp. 778-797; for 1949-50, Vol. 35, No. 4, pp. 719-747; for 1951-52, Vol. 37, No. 4, pp. 768-804.

² The schedules used to gather the data for this study are summarized in the Appendix to this report.

responded in time for inclusion.¹ The Committee is deeply appreciative of this cooperation.

This continuity of response has the advantage of permitting comparison of similar data from the same institutions for each year in the series and thus of providing a fairly precise measurement of the changes that have occurred in these institutions over these years. In a few cases, where institutions have changed the basis of reporting, it has been possible to make suitable adjustments for the earlier years, and administrative officers have been most helpful in these matters.

II

The most striking conclusion evidenced by the comparison of all the salary data now collected by the Committee is that instructional salaries have not, since 1939-40, kept pace with living costs, with improvement in the incomes of other professions, or with the per capita growth of the national income. The Committee has made these points in earlier reports, drawing on evidence from other sources. It can now, for the first time, measure the changes that have taken place in identical institutions over the past 14 years. The data clearly show that, even in these selected institutions, salary scales have not improved enough to maintain real income equivalent to their own 1939-40 levels. Since this decline in real income has taken place while per capita income in the American economy has shown substantial increases, we must conclude that the profession in the selected institutions has failed,

¹ Including, therefore, one institution which did not report in 1951 on the ground that there had been little salary change over the preceding biennium. In the 1949-50 study, three of the originally selected institutions were dropped and two new ones added, thus establishing the list of 41 which is again the basis of this series of studies. The cooperating institutions are: Amherst College, Bowdoin College, Brown University, Bryn Mawr College, California Institute of Technology, University of California, Carleton College, Case Institute of Technology, Columbia University, Cornell University (Endowed Colleges), Dartmouth College, Duke University, Emory University, Harvard University (Arts and Sciences), Haverford College, University of Illinois, Johns Hopkins University, Massachusetts Institute of Technology, University of Michigan, Mills College, University of Minnesota, Northwestern University, Oberlin College, University of Pennsylvania, Pomona College, Princeton University, Reed College, Rice Institute, University of Rochester, Stanford University, Swarthmore College, Vanderbilt University, Vassar College, Wabash College, Washington University, University of Washington, Wellesley College, Wesleyan University, Williams College, University of Wisconsin, Yale University (Arts and Sciences).

both absolutely and relatively, to maintain its economic position in American society.

The degree to which real salary income of the greater part of the instructional staff in 35 of the 41 selected institutions is appreciably below 1939-40 levels is first shown graphically. In Chart 1, it is assumed that since prices, as measured by the Consumer Price Index of the Bureau of Labor Statistics, have advanced to 193 per cent of 1939-40, instructional salaries should have risen proportionately in order to maintain the same purchasing power. Each bar compares the actual change in weighted mean salaries from 1939-40 to 1953-54 for one of the four academic ranks (numbered 1 to 4 at the left) in one of the regional, size, or type groups of institutions with this advance in the cost of living. The black portion of the bar represents the present weighted mean salary of one group-rank expressed as a percentage of the weighted mean salary of the same group-rank in 1939-40. For example, the first bar shows that the mean salary of professors (1) in the group of small New England and Middle Atlantic institutions is now 135 per cent of the 1939-40 level (*i.e.*, has increased 35 per cent). The cross-hatched portion of each bar (present in all but three cases) represents "The Gap," or the percentage increase on 1939-40 salaries still needed in order to afford the group-rank the same purchasing power it had in 1939-40. In three cases the solid bar extends beyond the line 193. This means that the salary increases for these three group-ranks have been more than enough, on the average, to maintain their 1939-40 levels of purchasing power. The four sets of numbers, 1 to 9, appearing in the right-hand margin, show the order of achievement, by academic ranks, of each of the nine groups of selected institutions. The number 1 represents the largest percentage of 1939-40 weighted mean salary, and the number 9 the smallest percentage and therefore the largest deficiency in purchasing power today in relation to 1939-40 standards for that rank among the nine groups. The salary data on which these percentages are calculated will be found in Table 2,¹ and the relations shown are consistent with those given on a somewhat different basis in Table 3.²

¹ See below, pp. 640-642.

² See below, pp. 646-647.

Chart 1 indicates vividly how generally insufficient to maintain 1939-40 buying power the salary adjustments have been. In 33 out of the 36 group-ranks, the increases have fallen substantially short of indicated needs. By and large, the higher the academic rank, the greater the gap. The best group accomplishment in adjusting salaries to the cost of living is found, for all four ranks, in the small colleges in North Central and Pacific, in the institutes of technology, and in the large state universities. These achieve first, second, or third position for all four academic ranks with respect to percentage improvement. It may be argued with some validity that, because of low initial salaries in 1939-40, the dollar increases in some groups yield a large percentage result. For example, in the group of small colleges in the North Central and Pacific region, the weighted average of instructors' salaries rose by \$1800 from 1939-40 to 1953-54. On their average salary of \$1850 in the base year, this was an increase of 97 per cent; but this amount would have constituted an increase of only 80 per cent for the group of small colleges in the New England and Middle Atlantic region on their higher average salary of \$2252 for 1939-40. Similarly, low salaries in the state universities in the base year may, in part, explain the higher percentage increases they now show. Conversely, the relatively poorer showing of the New England and Middle Atlantic institutions may, perhaps, be partly attributed to better salary scales in 1939-40. This type of analysis can be overdone, however, for it is relevant only to some groups and it ignores the factor of maintaining standards. Moreover, examination of the salary data given in Table 2 will show that the larger percentage increases in salaries were usually accompanied by larger dollar increases.

In Chart 1, changes in salaries are related to increases in living costs since 1939-40 in relatively homogeneous groups of institutions. Table 1 shows the results of further aggregation of the data.¹ For this short table, the mean salaries in 35 institutions for 1939-40 and 1953-54 have been combined as weighted averages,

¹ This aggregation further conceals institutional differences, of course. However, what is reported here are essentially the rates of salary change, and these are somewhat more uniform among most of these institutions than are the dollar amounts of their salaries. See group data in Tables 2 and 3 below, pp. 640-642 and 646-647.

CHART 1

THE BUYING-POWER GAP IN INSTRUCTIONAL SALARIES

Weighted Mean Salaries in 1953-54 as Percentage of Weighted Mean Salaries of 1939-40 in Comparison with the Rise in Consumer Prices since 1939-40 — 35 Institutions

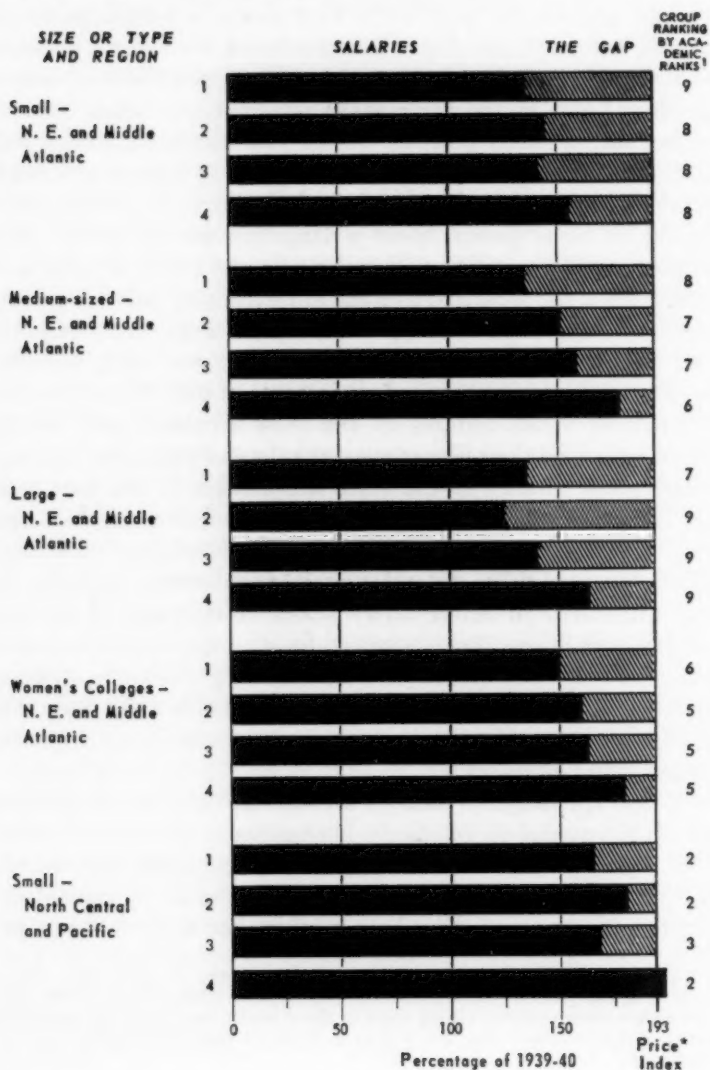
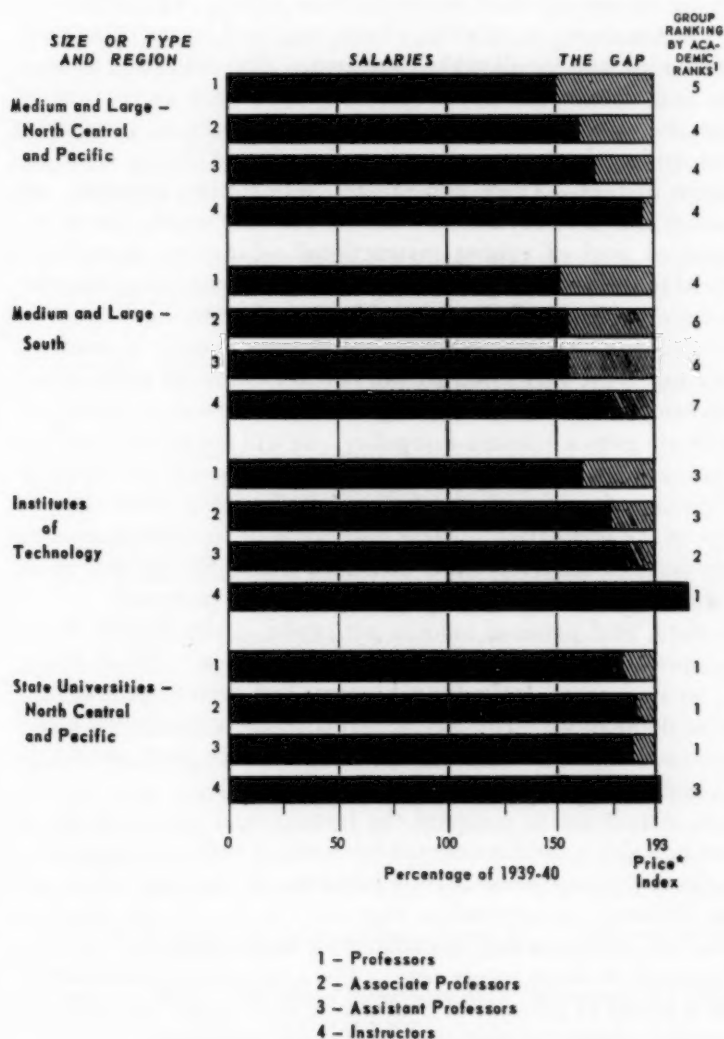


CHART 1 (Continued)



*Based on the Consumer Price Index of the Bureau of Labor Statistics. For this use 1939-40 = 100.

¹/Ranked according to the percentage change since 1939-40 by groups and by academic ranks shown at left. Number 1 indicates the largest percentage increase; number 9 the smallest. See accompanying Text.

and the values for the latter year have been adjusted for the cost of living by use of the Consumer Price Index. The results for 1953-54 are shown as relatives of the weighted means of 1939-40 for each rank and for all ranks combined. Also indicated, for each rank, and for all ranks combined, is the average percentage increase in 1953-54 salaries needed to restore 1939-40 purchasing power under the assumption that the cost of living does not advance further. These percentages indicate, as averages, the distances still to be covered in order to reach the worthy but as yet unattained goal of raising instructional salaries to preinflation levels of purchasing power. With respect to maintaining the relative status of the profession, the objective of restoring salaries to 1939-40 levels of buying power is an inadequate one. Considered in relation to the very rapid growth in real income *per capita* which has taken place in America during and since the war, it appears to be scarcely even a hold-the-line policy. It will not afford to college teachers a share in the increased abundance of goods and services now produced *per capita* and distributed among other income groups in the population. Mere restoration of 1939-40 purchasing power means a relatively lower economic status for the profession and a reduced material capacity to compete for personnel.

In 1953, real personal income *per capita* in the United States was approximately 164 per cent of the 1939 value. This is to say that, on an average, real personal income had risen 64 per cent per head of population. The buying power of an occupational group which maintained its relative position in the economy should, in 1953, have been 164 per cent of what it was in 1939.

It is interesting to compare the instructional salary record as shown in Table I for our selected institutions with this value, 164. The value for professors—83—is just over 50 per cent of the increase indicated as required to maintain relative income equality. Instructors, although they have fared the best among the academic ranks, stand at about 60 per cent. The average for all ranks combined is about 54 per cent of the figure which would have afforded theoretical relative income equality for the profession.

The great rise in the national average has meant that many income groups have done much better than college and university instructional staffs. For example, the adjusted weekly income

(real income) of production workers in manufacturing industries in 1953 was about 155.6 per cent of 1939.¹ Average weekly earnings of bituminous coal miners show real income approximately 187 per cent of 1939.² The real income of farmers seems to have held close to the national average of 164.³ These examples have some meaning as rough approximations of the improvement which has come to these income groups. But various dissimilarities of circumstances and conditions, and doubts respecting the assump-

TABLE 1—*Relative Purchasing Power of Weighted Mean Salaries in 1953-54 and Percentage Increases Required to Restore 1939-40 Purchasing Power, by Academic Ranks and all Ranks Combined (35 Institutions Combined)*

1939-40 = 100					
	Pro- fessors	Associate Pro- fessors	Assistant Pro- fessors	Instruc- tors	All Ranks
1953-54	83	86	88	97	89
1939-40	100	100	100	100	100
Average further increase indicated	20.5	16.2	13.6	3.1	12.4

tion that weekly wages furnish an adequate measure of annual income, suggest caution in evaluating changes in faculty salaries against them.

For comparative purposes, the income changes in the legal and medical professions may be more relevant. Our latest information on these two learned groups is for the year 1951. The mean net annual income of lawyers in that year, when the Consumer Price Index stood at 185.6 (1935-39 = 100), was reported to be \$8730, or 199 per cent of the 1939 level.⁴ The legal profession

¹ *Hours and Earnings*, Nov., 1953, Industry Report, U. S. Department of Labor, p. 14.

² *Ibid.*, p. 13.

³ *Statistical Abstract of the United States*, 1952, U. S. Department of Commerce. See especially Tables 691, 695, 710, and 732.

⁴ The medians show larger relative increases, rising to 212 per cent of 1939 by 1948. William Weinfeld, "Income of Lawyers, 1929-1948," *Survey of Current Business*, August, 1949, pp. 1-7; and "Income of Lawyers, Physicians and Dentists," *Survey of Current Business*, July, 1952, pp. 5-7. All of these wage and salary data, like those cited throughout this report for the teaching staffs of the selected colleges and universities, are taken *before* income tax deductions.

TABLE 2—*Weighted Student-Faculty Ratios and Weighted Mean Salaries in Reported Years, 1939-40 to 1953-54 (by Region and by Size or Type of Institution)*

41 Institutions

<i>Region, Size or Type, and Academic Year</i>	<i>Student- Faculty Ratio*</i>	<i>Professors No.</i>	<i>Professors Mean Salary</i>	<i>Associate Professors No.</i>	<i>Associate Professors Mean Salary</i>	<i>Assistant Professors No.</i>	<i>Assistant Professors Mean Salary</i>	<i>Instructors No.</i>	<i>Instructors Mean Salary</i>
Privately Controlled Colleges and Universities (Salary data for 9-10 month basis only)									
<i>New England and Middle Atlantic</i>									
I. Four Small									
1939-40	11.4	108	\$5941	42	\$4137	58	\$3348	54	\$2395
1948-49	13.1	113	6650	52	4957	92	4115	61	3269
1953-54	10.3	126	8042	66	5989	75	4728	83	3967
Six Small									
1948-49	12.4	167	\$6540	74	\$5058	134	\$4135	94	\$3074
1949-50	11.8	172	6762	74	5180	144	4165	90	3261
1951-52	10.6	179	7664	86	5836	114	4735	94	3703
1953-54	10.3	184	7947	87	6035	112	4807	113	3968
II. Five Medium									
1939-40	12.1	225	\$5976	179	\$4128	223	\$3051	173	\$2119
1948-49	14.9	329	7075	196	5360	268	4205	232	3231
1949-50	14.0	338	7113	206	5425	271	4254	223	3301
1951-52	12.7	362	7438	197	5756	234	4488	179	3487
1953-54	11.1	398	8039	197	6223	241	4854	179	3779
III. Three Large									
1939-40	14.1	341	\$7163	100	\$5380	241	\$3669	279	\$2337
1948-49	19.0	420	8656	266	5953	269	4533	318	3195
1953-54	13.0	495	9786	281	6751	269	5178	310	3824
Five Large									
1948-49	19.7	686	\$8786	400	\$5892	396	\$4504	523	\$3114
1949-50	18.0	715	8782	408	5895	398	4477	481	3180
1951-52	16.2	765	9367	415	6282	388	4689	457	3348
1953-54	14.2	797	10,010	409	6751	432	5150	476	3762
IV. Two Women's									
1939-40	9.5	62	\$4886	44	\$3509	55	\$2908	35	\$2080
1948-49	9.6	70	6040	56	4597	36	3683	51	2912
1953-54	9.2	78	7336	48	5619	50	4742	58	3747
Three Women's									
1948-49	10.3	114	\$5953	90	\$4618	67	\$3703	98	\$2926
1949-50	10.4	109	6046	89	4601	75	3736	94	2966
1951-52	10.7	109	6511	84	5064	76	4180	90	3315
1953-54	10.1	115	7286	81	5677	88	4664	94	3746
<i>North Central and Pacific</i>									
V. Five Small									
1939-40	14.0	78	\$3855	46	\$2876	37	\$2534	69	\$1850
1948-49	14.2	92	5303	69	4188	88	3492	54	2876
1949-50	13.5	92	5348	75	4251	82	3642	62	3044
1951-52	12.1	87	5915	73	4658	76	3918	43	3339
1953-54	12.7	86	6378	65	5216	87	4260	44	3641

INSTRUCTIONAL SALARIES FOR ACADEMIC YEAR 1953-54 641

TABLE 2 (continued)

Region, Size or Type, and Academic Year	Student- Faculty Ratio*	Professors		Associate Professors		Assistant Professors		Instructors	
		No.	Mean Salary	No.	Mean Salary	No.	Mean Salary	No.	Mean Salary
VI. Four Medium and Large									
1939-40	20.7	254	\$5386	130	\$3748	151	\$2913	146	\$2070
1948-49	21.2	374	7079	275	5334	307	4272	287	3252
1949-50	19.7	382	7270	297	5405	307	4388	269	3403
1951-52	17.6	406	7575	295	5655	292	4565	215	3763
1953-54	16.8	408	8099	292	6054	278	4905	214	3877

South

VII. Four Medium and Large

1939-40	16.2	175	\$4815	53	\$3688	116	\$3081	127	\$2186
1948-49	17.8	201	6011	141	4761	168	4022	151	3125
1949-50	16.7	207	6272	143	4911	186	4126	147	3244
1951-52	14.3	228	6607	152	5175	189	4372	107	3511
1953-54	14.2	198	7255	145	5758	202	4803	109	3775

VIII. Institutes of Technology

*New England, North
Central and Pacific*

(Salary data for instructors 10 or 10½ month basis;
others 10½ or 11-12 month basis)

Two Institutes

1939-40	9.3	128	\$6292	109	\$4271	100	\$3095	93	\$1947
1948-49	12.2	163	9256	143	6836	135	5439	106	3794
1953-54	10.1	205	10,229	172	7448	162	5567	74	4099

Three Institutes

1948-49	12.4	177	9195	152	6809	144	5445	170	3634
1949-50	12.0	178	9253	155	6784	145	5372	162	3733
1951-52	10.1	199	9310	166	6733	169	5190	123	3985
1953-54	10.0	226	10,229	186	7497	175	5638	121	4243

Publicly Supported Universities

*North Central and
Pacific*

IXa. Six State Universities

(Salary data for 9-10 month basis only)

1939-40	24.7	991	\$5072	598	\$3580	741	\$2897	837	\$2180
1948-49	25.4	1224	7146	802	5346	1237	4352	1613	3283
1949-50	22.7	1385	7575	949	5612	1420	4529	1570	3538
1951-52	20.2	1386	8266	977	6145	1307	4947	1025	3969
1953-54	19.3	1579	9085	1079	6635	1499	5346	987	4247

TABLE 2 (continued)

<i>Region, Size or Type, and Academic Year</i>	<i>Student- Faculty Ratio*</i>	<i>Professors Mean No. Salary</i>	<i>Associate Professors Mean No. Salary</i>	<i>Assistant Professors Mean No. Salary</i>	<i>Instructors Mean No. Salary</i>				
IXb. Seven State Universities									
(Salary data for 11-12 month basis only)									
Three Universities									
1939-40	See	79	\$5304	75	\$3901	75	\$3211	78	\$2202
1948-49	above	187	8032	128	6206	190	4970	86	3989
1953-54		233	10,537	163	7925	170	6310	63	5002
Four Universities									
1948-49	See	260	7943	198	6174	278	4952	140	3966
1949-50	above	317	8318	236	6470	296	5147	160	4204
1951-52		290	9330	205	7462	230	5696	123	4816
1953-54		315	10,240	223	7815	217	6291	131	5108

* Based on number of full-time students and full-time equivalents, and on number of full-time faculty (*i.e.*, not including part-time faculty), including both 9-10 and 11-12 month appointments.

had, by 1951, not only absorbed some 20,000 lawyers returning from military service, but had fully compensated for inflation and had improved buying power by some 7 per cent. The real income of nonsalaried physicians (about two-thirds of all physicians) shows more favorable behavior than that of lawyers. Mean net annual income in 1951 was \$13,432, some 318 per cent of the 1939 amount.¹ Adjusting this current value, we can conclude that physicians, as a group, had been able to raise their real income to some 165 per cent of what it was twelve years earlier. Their average improvement by 1951 was already better than the national average for real income *per capita* by 1953. We have no reason to suppose that the absolute or relative position of either the legal or the medical profession has deteriorated in the interval.

Compared to these two learned professions, that of college teaching has done poorly indeed. The salaries cited for lawyers and physicians were national averages, without regard to age,

¹ William Weinfeld, "Income of Physicians, 1929-1949," *Survey of Current Business*, July, 1951, pp. 9-26; and "Income of Lawyers, Physicians and Dentists," *Survey of Current Business*, July, 1952, pp. 5-7. Data summarized in the latter survey indicate that the mean net annual income of non-salaried dentists in 1951 was 210 per cent of the 1940 mean. Real income was, therefore, approximately 122 per cent of 1940.

region, or other grouping. The most nearly comparable figure we have for our selected institutions would, therefore, be the average relative purchasing power of all ranks combined. This has been shown in Table 1 for 1953-54. Even for this year, though later than the one used for lawyers and doctors, the value was only 89, which is 11 percentage points below the indicated needs to maintain 1939-40 purchasing power and far below the index of the expanding bounty in the American productive system in which lawyers and physicians were able to share, however unequally. It would be interesting to speculate on the extent to which these diverging results may be attributed to differences in the attitudes, organization, or services performed by these professions.

It is sometimes suggested that college and university faculties typically earn handsome supplemental income. There is a kernel of truth in this notion, for some members of the profession do augment their salaries by outside or additional work, and occasionally these supplements are substantial. The proportions of this supplementation may easily be exaggerated, however. An analysis of data for 1948, published by the Bureau of Labor Statistics,¹ shows that only 44 per cent of the leading scientists in educational institutions earned supplemental income in that year, and that the average annual amount for this 44 per cent was but \$810. Even if we assume that scientists have no greater opportunity and no better pay for supplemental work than does the academic profession as a whole, the amount and the percentage of salary are small; and there is no evidence of what improvement, if any, has been made over pre-war status.

These comparisons of faculty salary scales in the selected institutions with changes (1) in living costs, (2) in real income *per capita* in the economy as a whole, (3) in real income in industrial and agricultural segments of the economy, and (4) in real income in the legal and medical professions, attest the deterioration in the economic status of the teaching profession which has occurred during the war and postwar periods. This deterioration has been both absolute and relative.

¹ "Employment, Education and Earnings of Men of Science," *Bulletin* 1027, Bureau of Labor Statistics, Department of Labor.

III

We turn now to examine the changes in instructional salaries in more detail than in Section II above. Table 2 brings together a considerable amount of comparative data. These data cover such relevant matters as the weighted student-faculty ratio in each year of the series, the number of faculty members in each rank, and the weighted mean salary by groups of institutions and by ranks for each reported year since 1939-40. In four groups, and in one sub-group, fewer than the usual number of institutions returned comparable data for 1939-40. In these cases, two sets of values are shown, with an overlap in the years so that comparisons can be made.

The weighted arithmetic means¹ used in Table 2 show the average salary of all persons in each rank in the given academic year in the grouped institutions. These averages will change from year to year because of such factors as (1) general changes in salary scales, (2) the entrance and exit of individuals from the rank by promotion, new appointment or resignation, (3) merit increases within rank, (4) changes in the proportion of individuals in the rank in the institutions with different salary scales within a group, that is, change in the weight pattern.

Because the averages are affected by various influences, they cannot be taken to determine a salary index. But they do, we believe, effectively show changes in the typical status of the instructional staff in each rank and, when adjusted for changes in prices, will show approximate changes in average purchasing power. It should be true that, over a period of years, the experience of individuals who advance through the ranks by reason of merit may be much more favorable than the averages indicate. The purpose of this study, however, is to measure the changes in the economic status of the profession rather than of individuals, and for this purpose the rank averages are proper. They reflect the general level of compensation. Comparison of salary averages for

¹ Arithmetic averages are used here rather than medians because of the form in which the data were received from several reporting institutions. Where a choice is possible, medians are to be preferred, and are used elsewhere in this report. In distributions of the type with which we are dealing here, the arithmetic means will generally tend to be somewhat higher than the medians.

appropriate periods should show the adjustments which have been made under the impact of inflation, since the averages minimize the influence of merit increases received by individuals.

Many interesting and significant trends may be observed in Table 2. We can comment here on two points of general interest. One is the considerable improvement in salaries in the past two years. In all groups, there has been real progress in this biennium because the salary increases have been greater than the rise in living costs as indicated by the Consumer Price Index, which rose from 186.6 in September, 1951, to 192.6 in September, 1953 ($1935-39 = 100$), a rise of slightly over 3 per cent.

The second point is that, in most groups, the percentage rate of increase for the upper ranks in the last biennium has been more closely comparable to that for the lower ranks than in former years, and in some groups has exceeded it. In this we can, perhaps, discern a trend towards restoration of the prewar salary relationships between the ranks. As the data for 1939-40 show, average salaries for professors in these groups of institutions were formerly between two and three times, and sometimes were more than three times, those for instructors. The expediencies which marked postwar salary adjustments had tended to narrow the spread developed by past experience.¹

Considered out of the context of the times, the increases in current dollar salaries indicated in Table 2 would appear to be substantial. They represent the effort made by colleges and universities to ameliorate financial pressures on their instructional staffs in the postwar years. But, as was shown in Section II, the increases have rarely been sufficient to restore parity in purchasing power with the preinflation year 1939-40, let alone to re-establish the economic

¹ This matter is sufficiently significant to justify taking a brief look behind the group averages shown in Table 2. In 1939-40, out of 35 institutions reporting, average salaries of professors were less than twice those of instructors in only two small institutions, and in these two were barely below the line. In 7 cases average salaries of professors were more than three times those of instructors.

By 1951-52, out of 40 institutions reporting, 18 showed average salaries of professors less than twice those of instructors, while 5 others barely attained this ratio. In only one case was the average for the top rank more than three times that for instructors.

In 1953-54, out of 41 institutions reporting, 16 show average salaries for professors less than twice, two barely twice, and one exceeding three times, the salaries for instructors.

TABLE 3—*Weighted Mean Salaries in Terms of 1939-40 Estimated Purchasing Power, in Reported Years, 1939-40 to 1953-54*

41 Institutions*

Region, Size or Type, and Academic Year	Professors		Associate Professors		Assistant Professors		Instructors	
	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power

Privately Controlled Colleges and Universities
(9-10 month basis only)*New England and Middle Atlantic*

I. Six Small

1939-40	\$5842	100.0	\$4221	100.0	\$3364	100.0	\$2252	100.0
1948-49	3805	65.1	2942	69.7	2405	71.5	1788	79.4
1949-50	3934	67.3	3013	71.4	2423	72.0	1897	84.2
1951-52	4077	69.8	3104	73.5	2519	74.9	1970	87.5
1953-54	4118	70.5	3127	74.1	2491	74.0	2056	91.3

II. Five Medium

1939-40	\$5976	100.0	\$4128	100.0	\$3051	100.0	\$2119	100.0
1948-49	4116	68.9	3118	75.5	2446	80.2	1880	88.7
1949-50	4138	69.2	3156	76.5	2475	81.1	1920	90.6
1951-52	3956	66.2	3062	74.2	2387	78.2	1855	87.5
1953-54	4165	69.7	3224	78.1	2513	82.4	1958	92.4

III. Five Large

1939-40	\$7270	100.0	\$5326	100.0	\$3625	100.0	\$2325	100.0
1948-49	5111	70.3	3428	64.4†	2620	72.3	1812	77.9
1949-50	5109	70.3	3430	64.4†	2604	71.8	1808	77.8
1951-52	4982	68.5	3341	62.7†	2494	68.8	1781	76.6
1953-54	5187	71.3	3498	65.7†	2668	73.6	1949	83.8

IV. Three Women's

1939-40	\$4795	100.0	\$3512	100.0	\$2950	100.0	\$2090	100.0
1948-49	3463	72.2	2686	76.5	2154	73.0	1702	81.4
1949-50	3517	74.4	2677	76.2	2173	73.7	1725	82.5
1951-52	3463	72.2	2693	76.7	2223	75.4	1761	84.3
1953-54	3775	78.7	2965	84.4	2468	83.7	1964	93.5

North Central and Pacific

V. Five Small

1939-40	\$3855	100.0	\$2876	100.0	\$2534	100.0	\$1850	100.0
1948-49	3085	80.0	2436	84.7	2031	80.2	1673	90.4
1949-50	3111	80.7	2473	86.0	2119	83.6	1771	95.7
1951-52	3210	83.3	2478	86.2	2084	82.2	1776	96.0
1953-54	3305	85.7	2703	94.0	2207	87.1	1887	102.0

VI. Four Medium and Large

1939-40	\$5386	100.0	\$3748	100.0	\$2913	100.0	\$2070	100.0
1948-49	4118	76.5	3103	82.8	2485	85.3	1892	91.4
1949-50	4229	78.5	3144	83.9	2531	86.9	1980	95.7
1951-52	4029	74.8	3008	80.3	2428	83.0	2002	96.7
1953-54	4196	77.9	3137	83.7	2541	87.2	2061	99.6

TABLE 3 (continued)

Region, Size or Type, and Academic Year	Professors		Associate Professors		Assistant Professors		Instructors	
	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power	Ad- justed Mean Salary	% of 1939- 40 Pur- chasing Power
<i>South</i>								
VII. Four Medium and Large								
1939-40	\$4815	100.0	\$3688	100.0	\$3081	100.0	\$2186	100.0
1948-49	3497	72.6	2770	75.1	2340	75.9	1818	83.2
1949-50	3649	75.8	2858	77.5	2400	77.9	1888	86.4
1951-52	3514	73.0	2753	74.6	2326	75.5	1868	85.5
1953-54	3759	78.1	2975	80.7	2489	80.8	1956	89.5
<i>New England, North Central and Pacific</i>								
VIII. Three Institutes of Technology								
	(Instructors, 10 or 10½ month basis; others 10½ or 11-12 month basis)							
1939-40	\$6250	100.0	\$4255	100.0	\$3098	100.0	\$1865	100.0
1948-49	5349	85.6	3961	93.1	3168	102.3	2114	113.4
1949-50	5383	86.1	3946	92.8	3125	100.9	2172	116.5
1951-52	4899	78.4	3581	84.2	3176	102.5	2120	113.7
1953-54	5300	84.8	3884	91.3	2921	94.3	2198	117.9
Publicly Supported Universities								
<i>North Central and Pacific</i>								
IXa. Six State Universities (9-10 month basis only)								
1939-40	\$5072	100.0	\$3580	100.0	\$2897	100.0	\$2180	100.0
1948-49	4151	81.8	3110	86.9	2532	87.4	1910	87.6
1949-50	4407	86.9	3265	91.2	2635	91.0	2058	94.4
1951-52	4397	86.7	3269	91.3	2631	90.8	2111	96.8
1953-54	4707	92.8	3438	96.0	2770	95.6	2201	101.0
IXb. Four State Universities (11-12 month basis only)								
1939-40	\$5246	100.0	\$3881	100.0	\$3199	100.0	\$2189	100.0
1948-49	4621	88.1	3592	92.6	2881	90.1	2307	105.4
1949-50	4839	92.2	3764	97.0	2999	93.7	2446	111.7
1951-52	4963	94.6	3969	102.3	3030	94.7	2562	117.0
1953-54	5306	101.1	4049	104.3	3260	101.9	2647	120.9

* In those groups of institutions where fewer than the usual number returned consistent salary data for 1939-40, we have linked the two series shown for such groups in Table 2 on the basis of mean salary relationships in 1948-49. In only two cases, both involving the rank of instructor, was the discrepancy to be adjusted between the mean salary of the lesser and the larger number of institutions as much as or more than two per cent, and in most cases, it was less than one per cent. Comparison of mean salaries of the lesser and the larger number of institutions for the academic year 1953-54, as shown in Table 2, also tends strongly to confirm that we run no serious risk of violence to the facts by making this linkage.

† These values are not typical of this group because of a peculiar shift in weights between 1939-40 and later years.

Median Salaries in 1953-54 by Institution and by Academic Rank
(9-10 month basis only)

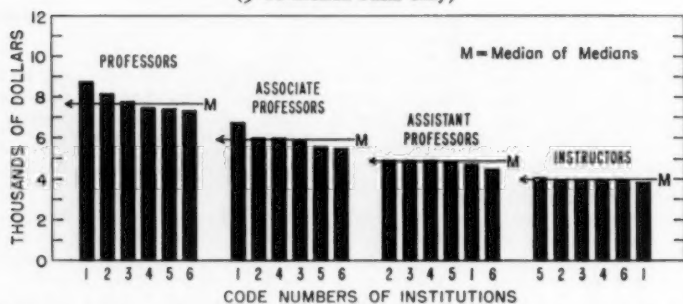


Chart 2—Six Small Institutions in New England and Middle Atlantic States

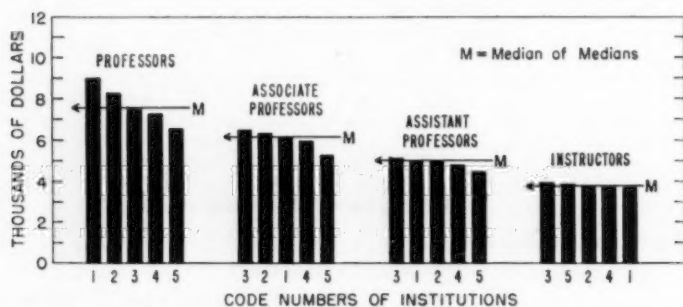


Chart 3—Five Medium-sized Institutions in New England and Middle Atlantic States

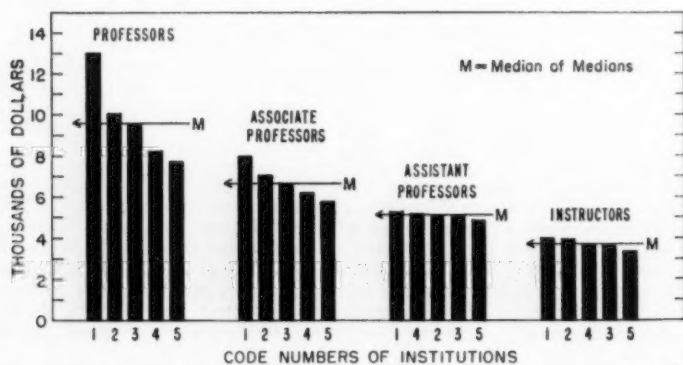


Chart 4—Five Large Institutions in New England and Middle Atlantic States

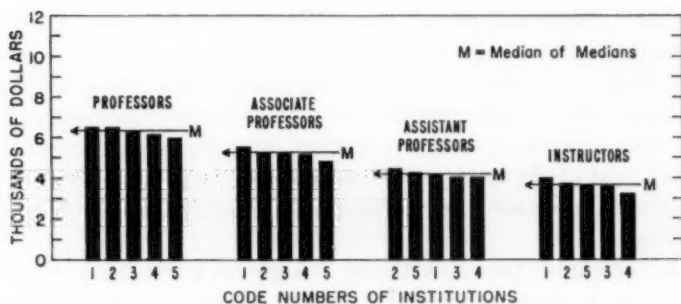


Chart 5—Five Small Institutions in North Central and Pacific States

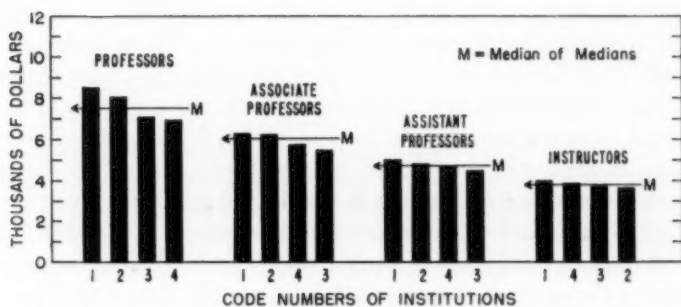


Chart 6—Four Medium-sized and Large Institutions in North Central and Pacific States

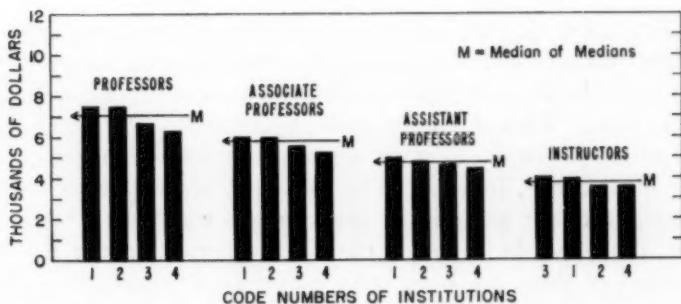


Chart 7—Four Medium-sized and Large Institutions in Southern States

status of college and university professors in relation to the other learned professions and to other economic groups.

In Table 3, the loss in purchasing power which these weighted mean salaries actually involve for each rank in each group of institutions is indicated approximately by reducing these salaries in each year of the series to dollars of 1939-40 purchasing power by use of the Consumer Price Index prepared by the Bureau of Labor Statistics.

The weighted means show the changes in each group of institutions as a whole. Since they are averages, they conceal institutional differences, which are sometimes appreciable even in these relatively homogeneous groups. We can indicate the current range of these variations in six of the nine groups by means of bar graphs showing, in coded form, the median salaries for 1953-54, institution by institution and rank by rank. These are presented in Charts 2-7. The numbers below the base line are the code numbers of the institutions within the group, and are assigned in consecutive order on the basis of the median salaries paid to professors in the current year, 1953-54. It will be noticed that the institution which stands first in the group with respect to median salaries for professors often stands lower, or even last, with respect to salaries in other ranks, while some institutions whose median salaries, or scales, for professors or associate professors are lower than the average for the group, have medians above the average for instructors and assistant professors. The values shown here are current dollars.

IV

Each of the six state universities invited to participate in these studies has provided the Committee with complete salary distributions in class intervals of \$250 through most of the range for each report year. With this information, which shows how many members of the instructional staffs received salaries within each interval—for example, from \$8750 to \$8999—it is possible to make a somewhat closer analysis of the changes which have occurred since 1939-40. In 1939-40, the teaching staffs in the relevant divisions of these six large state universities comprised perhaps 40 per cent of the total in our 41 selected institutions. In 1953-54, they comprise 46 per cent of the total.

The data from these six state universities have been combined as though they were but one. The result is to give an aggregate distribution for each academic rank, and from these have been computed the medians in four of the reported years. These are presented in Table 4.

TABLE 4—*Weighted Median Salaries* in Six State Universities in Four Reported Years, 1939-40 to 1953-54*

(9-10 month basis only)				
<i>Academic Rank</i>	<i>1939-40</i>	<i>1949-50</i>	<i>1951-52</i>	<i>1953-54</i>
Professors	\$4930	\$7290	\$8070	\$8820
Associate Professors	3570	5560	6110	6630
Assistant Professors	2960	4530	4950	5260
Instructors	2150	3600	3950	4240

* Values rounded to nearest \$10.

The changes in salary levels which these medians represent are shown in Table 5 both in dollars and in percentages for the entire 14-year period and for the two latest bienniums.

TABLE 5—*Gains in Weighted Median Salaries in Six State Universities, 1939-40 to 1953-54 and in Recent Bienniums*

(9-10 month basis only)						
<i>Academic Rank</i>	<i>Over-all Gains 1939-40 to 1953-54</i>		<i>Gains 1949-50 to 1951-52</i>		<i>Gains 1951-52 to 1953-54</i>	
	<i>Dollars</i>	<i>Per</i>	<i>Dollars</i>	<i>Per</i>	<i>Dollars</i>	<i>Per</i>
		<i>Cent</i>		<i>Cent</i>		<i>Cent</i>
Professors	\$3890	79	\$780	10.7	\$750	9.3
Associate Professors	3060	86	550	9.9	520	8.5
Assistant Professors	2300	78	420	9.2	310	6.3
Instructors	2090	97	350	9.8	290	7.3

These data show the basic changes which have taken place in these six state universities as a group, under the influence of the inflation, the labor market competition, and the enrollment increases which have characterized the period. An individual who

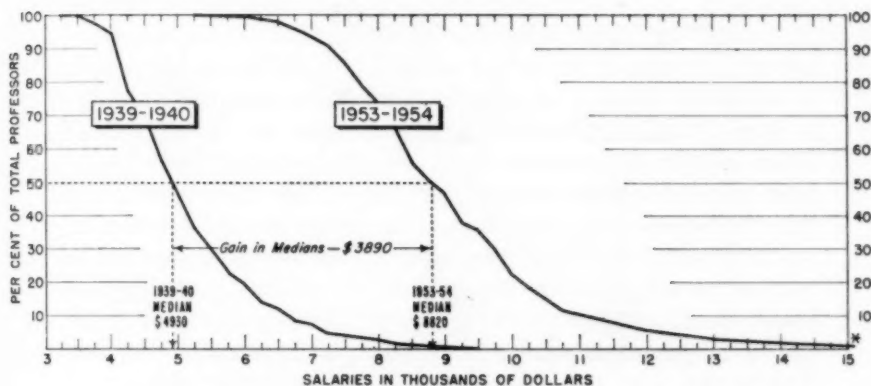
received no promotion in rank or in salary on the basis of merit might reasonably have expected to receive the increases in salary indicated by the tables, inasmuch as the gains shown are "average" or typical of the rank. Individuals who by reason of merit and experience have advanced through the ranks over these years should, of course, have enjoyed much more favorable results than those shown by these medians, but their rate of change would not be typical of a rank, or of the profession, but only of the rate of individual advancement within the profession. The task we have before us is the measurement of the adjustments in basic salary schedules which have been made during the past fifteen years of rapid economic change. The percentage increases in salary scales in the six state universities, while substantial over the 14-year period, have not been sufficient to maintain the living standards of the prewar year, 1939-40, in the three upper academic ranks. If the Consumer Price Index of the Bureau of Labor Statistics is accepted as a reasonable approximation to changes in living costs, an increase of about 93 per cent would be the target merely to adjust to the change in living costs, and this percentage was attained only by the instructor rank. In the state universities, as in the privately controlled institutions, the professorial rank fares least well in this comparison in spite of what appears to be a rather substantial dollar increase in median rates of pay. There is some encouragement in the fact that rates of increase observed in the previous biennium have been reasonably well maintained during the most recent two-year period. If comparable rates can be achieved during the next biennium, and if living costs can be stabilized near present levels, prewar living standards may again be possible for the members of the staffs of these state universities.¹

The 14-year gains in the six state universities are shown graphically in Charts 8 to 11. The charts are the now familiar "more than" accumulations of the salary distributions furnished by the state universities. They provide a great deal of information. For example, if the question is asked, "What percentage of the professors in these six institutions received \$8000 or more in 1939-40

¹ It will have been noticed that the data in Table 3 indicate the need for much larger increases in the three professorial ranks in most of the privately controlled institutions.

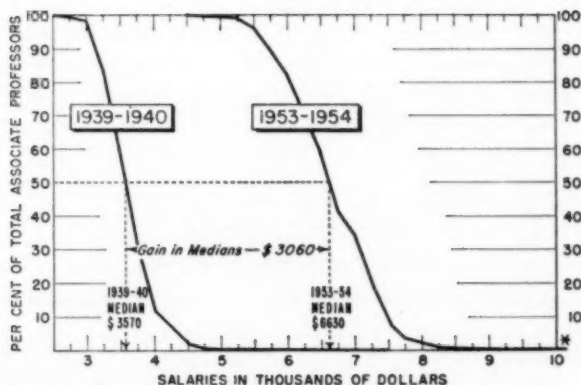
INSTRUCTIONAL SALARIES FOR ACADEMIC YEAR 1953-54 653

SALARY DISTRIBUTION IN SIX STATE UNIVERSITIES COMBINED, BY RANKS ON "MORE THAN" BASIS, 1939-40 AND 1953-54, SHOWING MEDIANS AND GAINS IN MEDIANS
(9-10 month basis only)



* 8 individuals (0.5%) above \$15,000

Chart 8—Professors (991 in 1939-1940 = 100; 1579 in 1953-1954 = 100)



* 4 individuals (0.4%) above \$10,000

Chart 9—Associate Professors (598 in 1939-1940 = 100; 1079 in 1953-1954 = 100)

and in 1953-54?" the answer is easily discovered from the chart: Locate the value \$8000 on the base and raise a perpendicular from this point. Where this perpendicular crosses the 1939-40 curve,

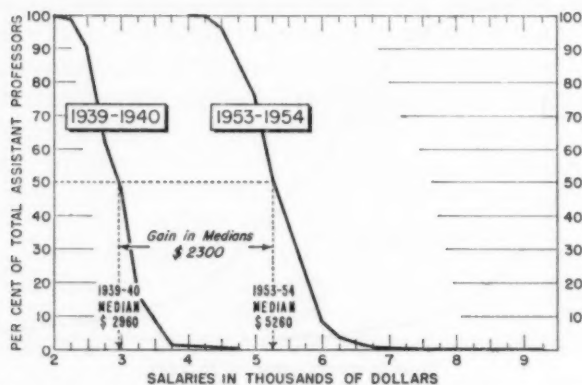


Chart 10—Assistant Professors (741 in 1939-1940 = 100; 1499 in 1953-1954 = 100)

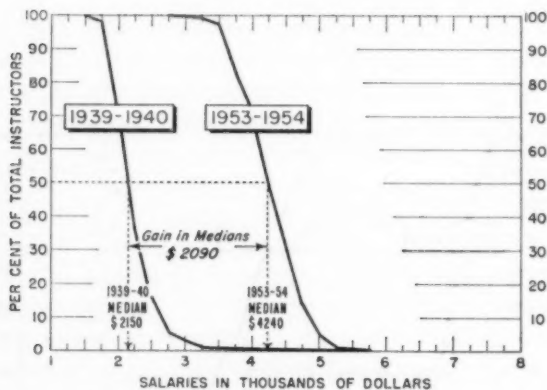


Chart 11—Instructors (837 in 1939-1940 = 100; 987 in 1953-1954 = 100)

read from the left-hand scale the percentage, in this case about 3 per cent. In 1953-54 the percentage was about 74. By subtraction, it is readily apparent that in 1939-40, 97 per cent of the professors received less than this amount, and that 14 years later

but 26 per cent of them received less than \$8000. The values on the base line which are coordinate with the 50 per cent points on the vertical scale are the median values, and these have been indicated on the charts.

By the sort of interpolations suggested above, any individual may compare his own position in the salary distribution for the six combined state universities. Similarly, any administrator, or faculty group, can easily compare the median salaries found in any institution with these six. Such comparisons may be useful in measuring the relative positions of given institutions. It must be remembered, however, that among the six state universities whose records have been combined there is considerable variation. In the best of the six, the medians are substantially better than those shown here, and in the poorest they are below the combined results. Analysis of this type would also be useful for the groups of privately controlled institutions, but it is not made here for lack of complete salary distribution data.

TABLE 6—*Numbers of Full Time Instructional Staff in Six State Universities, by Rank Showing Per Cent Increase, 1939-40 and 1953-54*
(9-10 month basis only)

<i>Rank</i>	<i>1939-40</i>	<i>1953-54</i>	<i>Per Cent Increase</i>
Professors	991	1579	69
Associate Professors	598	1079	80
Assistant Professors	741	1499	102
Instructors	837	987	18
Totals	3167	5144	62

In Table 6 are shown changes, by rank, in the size of the teaching staffs of the six state universities from 1939-40 to 1953-54. The small percentage increase in the number of instructors is striking. This circumstance, coupled with the large relative increase in assistant professors, leads us to conclude that (1) a large part of the instructors added in the first post-war years (there were 1613 instructors in these institutions in 1948-49¹) were weeded out or

¹ See Table 2, group IXa.

advanced to higher rank by 1953; and (2) competition among industry, government, and other institutions, and perhaps some rise in the age level caused by military service, have brought about some up-grading of beginners.

V

In the questionnaires sent out for this study, the Committee asked for information on retirement plans in effect in the selected institutions in 1939-40 and in 1953-54. A summary of the results may be of interest.

For the earlier year, 33 institutions reported that they had contributory retirement plans in effect at that time, while four institutions reported in the negative. From other sources we can add that the four institutions which did not reply also had plans in effect in 1939, so that, in all, 90 per cent of our institutions were then covered. The contributions made by the institutions themselves (*i.e.*, apart from contributions made by the faculty members) ranged, in 1939-40, from 2 per cent of the amount of the individual's salary (one institution) to 7.5 per cent (two institutions); but the great majority contributed 5 per cent.

For the current year, all of the 41 selected institutions reported that they have retirement plans in effect. Many of them have increased their rate of contribution since 1939-40, presumably to compensate for the diminished return on annuity contracts caused by the decline in interest and mortality rates. The contributions made by the institutions themselves now range from a minimum of 5 per cent of salary at 15 institutions to a maximum of 15 per cent (including Old Age and Survivors' Insurance payments) at one institution. Eighteen of the 41 now contribute 7 per cent or more to retirement funds, while several others use graduated rates ranging from 5 per cent to as much as 10 per cent, some applying the higher rates to the older faculty members, others to those who hold the more recent (and less favorable) Teachers Insurance and Annuity Association contracts. The questionnaire did not ask specifically whether the O.A.S.I. option, which is open to privately controlled institutions, is utilized. But many institutions indicated that it is.

It should be noted that the questionnaire explicitly provided that contributions made by the institutions to retirement funds should not be included in the salaries reported in our questionnaire. The institutional contributions summarized in the two preceding paragraphs are, therefore, supplemental to the salary data cited in this report. They constitute a kind of deferred salary. The contributions made by faculty members to institutional retirement funds are included, however, in the salaries reported in this study.

The Committee wishes to call the attention of the Chapters to the plight of those who retired before or during this period of inflation. The case of those who are about to retire on annuities built up mainly by contributions based on the much lower salaries hitherto prevailing is only slightly less serious, although many of these, in the privately controlled institutions, should now be eligible for small O.A.S.I. supplements which may moderate, but will hardly make up, the loss in purchasing power suffered by this group. The College Retirement Equities Fund, which was recently established to operate in conjunction with the T.I.A.A., offers the prospect of ameliorating this kind of situation in the future. But in the meantime, about the only hope of help for these victims of inflation lies in efforts by their institutions to assist them. Table 7 highlights the effect of the inflation on annuity values by 1953.

TABLE 7—*Approximate Decline in Purchasing Power of a Fixed Annuity by 1953 from Any Year of Retirement, 1938 to 1953*

<i>Year of Retirement</i>	<i>Per Cent Decline in Purchasing Power</i>	<i>Year of Retirement</i>	<i>Per Cent Decline in Purchasing Power</i>
1938	48	1946	27
1939	48	1947	17
1940	48	1948	11
1941	45	1949	12
1942	39	1950	11
1943	36	1951	3
1944	35	1952	1
1945	33	1953	0

VI

In all the studies in this series, the Committee has laid stress on the amount per student spent on instructional salaries. This is a comprehensive measure. It sums up the interaction of all the relevant factors: salary scale, proportions of faculty in the various ranks, student-faculty ratio, part-time instruction and assistance and, as the coverage is defined in our questionnaire,¹ the amounts contributed by the institution to pension and insurance funds for the instructional staff.

Further improvements have been made in the showing in these values in our selected institutions over the past two years. Better salaries and lower student-faculty ratios largely explain these favorable changes. Data indicating institutional differences are given for three of the reported years for each classified group in the statistical tables in the Appendix to this report. It will be sufficient here to give a few over-all figures which will mark the changes that have occurred in the privately controlled institutions as a whole since 1939-40. Similar values for the state universities will be found in Table IX of the Appendix.

Perhaps the most striking development between 1939-40 and 1953-54 with respect to instructional salaries per student is that the selected institutions have drawn closer together in the amounts spent. Differences of regional location and type are now less marked, so that there is a little more of a common pattern, although by no means a uniform standard. In 1939-40, the range, in the 29 privately controlled colleges and universities for which we have suitable values for that year, was from \$158 (in an institution where it is now \$474) to \$638 (where it is now \$1106). The median was \$371. Taking the same institutions in 1951-52, we find that the low had advanced to \$325 and the high to \$879, while the median rose to \$543. According to the estimates for 1953-54, the minimum has now moved up to \$373, the maximum to \$1106, and the median to \$585.² Thus, while the minimum rose by 136

¹ A summary of the schedules is given in the Appendix.

² Thirty-four privately controlled institutions returned comparable data for 1951-52 and 1953-54. For this larger number of institutions, the range remained the same as for the smaller group cited above, but the median advanced slightly more, namely, from \$536 to \$622.

per cent between 1939-40 and 1953-54, the maximum rose by only 73 per cent and the median by only 58 per cent. In 1939-40, the state universities were at the lower end of the scale cited for the privately controlled schools, and one was below it. Today, all six are well within the range.

Just as with the current scales for faculty salaries, these current dollar values on instructional salaries per student need to be placed in the perspective of the diminishing value of the dollar. For Table 8, we have calculated the weighted means of expenditures per student for each group of institutions in 1939-40 and in the two reported years of the last biennium. We have then adjusted these current dollar amounts to their approximate equivalents in 1939-40 purchasing power by use of the Consumer Price Index and we have indicated the percentage which these values represent to the weighted mean expenditure in 1939-40.

The real values shown in Table 8 come closer to parity with 1939-40 in terms of purchasing power than most of the weighted mean salaries presented earlier in Table 3. The difference is largely attributable to the increase in the size of staffs in relation to numbers of students. Yet only two of the groups have mean expenditures today on a par with or better than the group level of 1939-40 in terms of purchasing power. In the other seven groups, the low scales of faculty salaries, again in terms of purchasing power, are clearly the chief cause of the deficiencies. These decreases in instructional salary budgets in terms of 1939-40 dollars do not, therefore, necessarily mean that students are receiving poorer instruction in these institutions except insofar as the low salaries have failed to attract into the profession persons of equal caliber with those of the earlier year. The explanation is that college and university faculties, by accepting salaries of lower purchasing power, are themselves covering the deficiencies in instructional budgets.

VII

In October, 1953, the total student enrollment in the relevant divisions of the 41 selected institutions was 207,732, only 331 less than that of two years earlier. This over-all stability of enrollment was not uniform throughout the groups, however. In the

TABLE 8—Average Amount Spent per Student for All Instructional Salaries Showing Purchasing Power in Relation to 1939-40 Values for 1951-52 and 1953-54 (Weighted Averages by Region and by Size or Type of Institution) (35 Institutions)

Region and Size or Type of Institution	1939- 40 Mean	1951-52			1953-54		
		Mean	Adjusted	Mean	Mean	Adjusted	Mean
			% of 1939- Amount 40			% of 1939- Amount 40	
Privately Controlled Colleges and Universities							
<i>New England and Middle Atlantic</i>							
Four Small	\$401	\$616	\$328	82	\$634	\$329	82
Five Medium Sized	340	508	235	69	612	317	93
Four Large	410	563	299	73	653	338	82
Two Women's	478	557	296	62	645	334	70
<i>North Central and Pacific</i>							
Five Small	\$252	\$430	\$229	91	\$493	\$255	101
Three Medium and Large	275	444	236	86	517	268	97
<i>South</i>							
Four Medium and Large	\$287	\$396	\$211	74	\$483	\$250	87
<i>New England and Pacific</i>							
Two Institutes of Technology	\$556	\$715	\$380	68	\$821	\$425	76
Publicly Supported Universities							
<i>North Central and Pacific</i>							
Six Large State Universities	\$199	\$490	\$261	131	\$562	\$291	146

divisions of the six state universities covered in this survey, enrollments rose 3.9 per cent between 1951 and 1953, while in the 35 privately controlled colleges and universities they fell 4.9 per cent. In some of the latter, there were greater declines toward prewar numbers, while in some there was a slight rise.

Current enrollments, in the 37 institutions which reported appropriately for 1939, represent an increase of approximately one-third over the prewar figures. But again there are large institutional differences, especially among the 31 privately controlled colleges and universities. One is now slightly below the 1939 figure. Two others have increased their enrollments less than five per cent. In the aggregate, however, the enrollments of 31 privately controlled institutions are now slightly more than 30 per cent above the prewar year, a rate of increase rather close to that of the six large state universities.

TABLE 9—*Fall Term Enrollments in Reported Years, 1939 to 1953*
(37 Institutions)

Year	6 State Universities		31 Privately Controlled Institutions		Total	
	Number of Students	Relative 1939 = 100	Number of Students	Relative 1939 = 100	Number of Students	Relative 1939 = 100
1939	85,913	100.0	62,787	100.0	148,700	100.0
1947	146,911	171.0	104,105	165.8	251,016	168.8
1948	148,354	172.7	104,688	166.7	253,042	170.2
1949	143,789	167.4	98,074	156.2	241,863	162.6
1950	128,145	149.1	91,851	146.3	219,996	147.9
1951	111,834	130.2	85,644	136.4	197,478	132.8
1953	116,172	135.2	81,797	130.3	197,969	133.1

The number of full-time faculty members in the selected institutions rose rather more than student enrollments over the past two years. Whereas, in 1951-52, the full-time teaching force, including 9-10 and 11-12 month appointments, totalled 12,191 in the 41 colleges and universities, it is now 12,996, an increase of 6.6 per

cent. In the six state universities, the rate of increase was 8.8 per cent, almost twice as great as in the 35 privately controlled institutions, where it was 4.8 per cent. This difference in the rate of growth was to be expected in view of the increase in enrollments in the state universities and of the continued expansion of research programs with part, at least, of the research personnel engaged in teaching functions also. In the privately controlled institutions, the fact that there was an over-all increase in the number of faculty members in spite of a decline in enrollments may be in part attributable to research projects, in part to recovery from contractions which were made after the outbreak of the Korean War in anticipation of a larger drop in enrollments than actually occurred.

In our last report, we drew attention to the fact that the contractions at the outbreak of the Korean War had resulted in a considerable decline in the numbers and proportions of instructors and assistant professors in the institutions under study. In this latest biennium there has been no further decline in the number of instructors, while the number of assistant professors has risen by 8.8 per cent. Since the numbers in the upper two ranks have also risen significantly—professors by 10.3 per cent, and associate professors by 5.4 per cent—we may conclude, on the assumption that the bulk of the increase in these ranks was effected by promotion rather than by new recruitment, and on the further assumption that this change is general, though no doubt in varying proportions, that there is once more some opportunity for new personnel to get started in the profession.

Table 10 presents in absolute and relative terms the over-all numbers of full-time faculty members (including 9-10 and 11-12 month appointments) for the 35 institutions from which we have consistent data on this point for all the years involved. Data given in Table 2¹ may also be used to determine the movements in particular regional or size classifications, and student-faculty ratios are supplied in that table for each class and year as weighted averages.

It is worth noting here that over-all student-faculty ratios, after deteriorating in the postwar years of heavy student enrollments, are now appreciably better than immediately before the war. In

¹ Pp. 640-642.

1939-40, the average was 19.0 in these 35 institutions, while today it is 16.2. The improvement is most marked in the six state universities, where it has changed from 24.7 to 19.3 between these two dates. In the 29 privately controlled colleges and universities the average ratios are, respectively, 14.1 and 12.9.

The improvement in the student-faculty ratios in the selected institutions has been fairly continuous since 1948-49, the first post-war year for which we have data on all of the 41 institutions. In that year, when most colleges and universities were caught short-handed by the great postwar boom in enrollments, the average

TABLE 10—Numbers and Percentages of Full-Time Faculty in Each Rank in Reported Years, 1939-40 to 1953-54

35 Institutions (9-10 and 11-12 month basis combined)								
Academic Rank	1939-40		1948-49		1951-52		1953-54	
	Num- ber	% of Faculty	Num- ber	% of Faculty	Num- ber	% of Faculty	Num- ber	% of Faculty
Professors	2,496	32.6	3,266	28.7	3,539	32.2	3,922	33.2
Associate Professors	1,409	18.4	2,201	19.3	2,448	22.3	2,582	21.9
Assistant Professors	1,830	23.9	2,897	25.4	2,859	26.0	3,100	26.3
Instructors	1,924	25.1	3,033	26.6	2,147	19.5	2,199	18.6
Total	7,659	100.0	11,397	100.0	10,993	100.0	11,803	100.0

number of students for each full-time faculty member ranged, in the 41 institutions, from 9.2 to 30.1, and the weighted mean was 21.1. By 1951-52, the minimum was down to 8.9, the maximum to 22.3, and the weighted mean to 17.1. In the current year, the range is from 6.5 to 22.1, and the weighted mean is 16.0.¹ The upper extreme is now little more than the average of five years ago. Indeed, the situation today may be better than it was in 1939-40, although here we can compare only 35 of the 41 institutions. In these, the range was wider in 1939-40, from 9.0 to 32.9, and the average, as stated above, was 19.0.

¹ In the six state universities the weighted mean improved from 20.2 to 19.3 over the past biennium; in the 35 privately controlled institutions, from 14.5 to 13.1.

Student-faculty proportions are undoubtedly more favorable in these institutions than our figures indicate, because while allowance is made for part-time students by equivalents in the ratios, it is not possible to include part-time faculty members or assistants. We had formerly supposed that this defect was more relevant to the larger institutions and partly accounted for the higher ratios prevailing there. But in fact, adequate allowance for part-time faculty members would improve the ratios for small colleges as well as for large universities. This year several institutions supplied information on the numbers and proportions of time of their part-time staffs. These cannot be used for comparative purposes, but they do suggest that, if exact and uniform use could be made of equivalents, the ratios in some of the smaller colleges would improve by as much as 1.5.

It is the improvement in the average student-faculty ratio for our institutions which is impressive rather than some of the extremes at the lower end of the scale. For the very low ratios are sometimes, although by no means invariably, as several notable cases in our group attest, accompanied by salary scales which seem too low for long-term maintenance of the best professional standards. A prime object of a favorable ratio is, presumably, to assure that there will be classes where students will not only be in close contact with the instructor, but will also make an impact on and take the measure of one another in relation to an intellectual discipline. In both respects the native capacity and sustained vitality of the instructor are all-important, and it should not be necessary to spell out further the point that, by and large, the recruitment and maintenance of teachers with these qualities require salaries in reasonable proximity to those in the other learned professions.

Table 11 shows the close relationship between the size of institution and the student-faculty ratios.

VIII

In the present study of 41 selected institutions, it has been possible, for the first time, to measure closely through the war and postwar period the adjustment of instructional salaries to the inflation in the national economy. Two main conclusions stand

out clearly. The first is that the lag in salaries which was allowed to develop in the first part of the period has not yet been made up. Even in these selected institutions, increases in the dollar amounts of instructional salaries have not been sufficient to counterbalance the deterioration in the purchasing power of the dollar. Merely

TABLE II—*Student-Faculty Ratios, 1939-40, 1948-49, and 1953-54*
By Size of Institution¹

	Number of Institu- tions	Average Number of Students for Each Full- Time Faculty Member				
		Up to 10	10 to 15	15 to 20	20 to 25	25 and Over
1939-40						
Small	11	2	7	2	..	..
Medium Sized	10	1	6	2	..	1
Large	14	1	4	3	3	3
	—	—	—	—	—	—
Totals	35	4	17	7	3	4
1948-49						
Small	14	..	12	2	..	..
Medium Sized	11	1	6	4	..	..
Large	16	..	1	4	8	3
	—	—	—	—	—	—
Totals	41	1	19	10	8	3
1953-54						
Small	14	6	8	..	..	..
Medium Sized	11	2	8	1	..	..
Large	16	..	6	8	2	..
	—	—	—	—	—	—
Totals	41	8	22	9	2	0

¹ The size classification used in this report is based on enrollments in 1951-52: small, up to 1200 students; medium-sized, 1200 to 4000; large, above 4000.

to restore purchasing power to the level prevailing in this group in 1939-40, a further *average* over-all increase of 12.4 per cent on the instructional salaries of 1953-54 is needed. For the upper ranks, the percentage increase required is substantially larger. In the privately controlled colleges and universities, where the rates of adjustment have lagged behind those in the state universities,

the need is still greater in all ranks except the rank of instructor. This is a serious condition which should be corrected, for one of the important factors in the strength of higher education in America has been the widely diversified pattern of support and control.¹

The second conclusion indicated by our data is that the raising of faculty salaries to the level of 1939-40 in terms of purchasing power would not suffice to restore the teaching staffs of these institutions to their prewar position relative to other callings and professions. The instructional staffs would still fall short of sharing the benefits of the expanded productive power of the nation which has raised the incomes, and the competitive positions, of other professions and modes of livelihood. The importance of this matter transcends questions of the material welfare of the present members of the profession, real and practical though these questions are. It reaches into the future of higher education in this country, threatening to reduce the capacity to attract young men and women of ability and energy into the service. If the profession cannot compete successfully in recruitment, higher education faces the prospect of partial breakdown in the coming years of increasing student enrollments.²

It is almost an axiom that real salaries of college faculties lag behind in periods of upsurging prices. They always tend, in the words Professor Long applied to this occasion, "to vary oppositely to prices."³ In this respect the record of the past fourteen years is but another incident in the long history of maladjustments in the midst of economic change. In the past, however, it has been possible to carry readjustments part of the way, relying on the downswing of the business cycle to restore a balance. But there are novelties in the present situation which should not be ignored in

¹ See *Nature and Needs of Higher Education*, The Report of the Commission on Financing Higher Education (New York: Columbia University Press, 1952), Chapter II.

² See H. N. Lee, "The Factor of Economic Status in Professional Recruitment," *Bulletin*, Vol. 37, No. 1, Spring, 1951, pp. 102-110. Nothing has developed since this article was written to indicate that its forecasts were exaggerated. In fact, the proportion of persons of college age who now attend college seems to have increased above what was predicted.

³ Clarence D. Long, "Professors' Salaries and the Inflation," *Bulletin*, Vol. 38, No. 4, Winter, 1952-53, p. 580. Professor Long also published the substance of this article under the suggestive title, "Nothing to Lose but Its Brains," in *The Johns Hopkins Magazine*, Vol. III, No. 9, June, 1952, pp. 8-10 26-27.

planning with respect to the needs of the future. Other inflationary movements have rarely extended so far into the postwar period (possibly only after the Civil War, when the postwar boom in this country reached, under very different world conditions, into the eighth year). Never before have government and people been so well and quickly informed on the movements of general price levels and of national income. Moreover, major income groups today are very effectively organized to protect their interests. Under such circumstances, it is realistic to expect that the potentialities of the now extensive machinery of government, never yet tried to the full, will be utilized to maintain employment and income levels. For the immediate future, then, it may be prudent not to count on more than relatively moderate readjustments in some segments of the economy, possibly involving a mild recession. The calculations of the profession should not be based on the assumption that there will be a general fall in prices, or in income levels, of sufficient proportions to extricate its members, the upper ranks especially, from their present economic ills. The correction of difficulties, therefore, should not be left to a depression which may not develop and which, indeed, should not be allowed to develop in any force, lest it disrupt national and world economy and produce a harvest of political whirlwinds. Correction should be sought through effort, not through catastrophe.

In this view, the real question is, where are the funds with which to raise instructional salaries to be found? The answer should not be too difficult. It exists in the situation itself. The national income and the national wealth have never been greater. Higher education, to judge by the proportions of the youth of college age who seek admission to its facilities, has never been more popularly prized. In this state of affairs, the new funds which are needed ought to be extractable from our abundant national economy. This appears to be the view taken in the report of the Commission on Financing Higher Education, which points out that, although patterns are changing, the sources of private benefactions have by no means dried up.¹ As one example of new forms, business

¹ *Nature and Needs of Higher Education*, The Report of the Commission on Financing Higher Education (New York: Columbia University Press, 1952), pp. 141 and 165-168.

groups organized in several sections of the country, and recently on a more nearly national basis, as the Council for Financial Aid to Education, are recognizing the gravity of the problem and the relationship of higher education to the supply of adequately educated personnel. Such innovations are particularly important to the privately controlled colleges and universities, where individual and organized benefaction must be the prime source of new funds. But the emphasis should be placed on enlisting a diversified variety of donors. Publicly supported institutions may have to rely more largely on state appropriations, although they can also, as the Commission suggests, in many cases draw more substantially on increased student fees.¹

In both sets of institutions the development of more adequate funds will take time. In the interim, there may still be some margin for savings in the auxiliary, and often merely ancillary, services which colleges and universities have undertaken when these seemed promising or were in vogue. Careful and recurrent reconsideration of the whole range of uses to which existing funds are put is a standing requisite of good management and should not be neglected. In our last report we urged that "building programs and remodelling projects should be postponed whenever possible until adequate improvements in faculty salaries have been made."² This idea has since been stated forcefully in an article entitled "Brains or Bricks," in the February, 1954, issue of *Economic Intelligence*, published under the auspices of the United States Chamber of Commerce. "There is reason to believe that college administrators are putting too much money into bricks and too little into brains. Impressive mausoleums of education are rising on campuses all over the land while the trained faculties desert the existing buildings for more lucrative positions outside the academic sphere." Our society has become accustomed to luxurious profusion. But it would be highly paradoxical if institutions dedicated to learning and the inner light placed outer show before adequate provision for teachers and scholars.

¹ John D. Millett, *Financing Higher Education in the United States*, The Staff Report of the Commission on Financing Higher Education (New York: Columbia University Press, 1952), p. 387.

² *Bulletin*, loc. cit., p. 792.

The faculties of colleges and universities can play a significant rôle in developing measures to restore the economic status of the profession. It is true that they cannot, in a boot-strap operation, themselves provide the all-important funds with which to raise the financial status of the profession. But they can do much, as an increasing number of cases attest, to convince legislatures of the values and needs of higher education. They can forward campaigns for current and capital funds. Not least, they can, in organized effort which should be welcomed by administrations, help to keep under constant review and reappraisal, for maximum efficiency and just disposition, the uses to which available funds are put.

- * ALBERT H. IMLAH (History), Tufts College, *Chairman*
- JEWELL HUGHES BUSHEY (Mathematics), Hunter College
- JAMES HOLLADAY (Economics), University of Alabama
- * HAROLD N. LEE (Philosophy), Tulane University of Louisiana
- VERNON A. MUND (Economics), University of Washington
- * WILLIAM A. NEISWANGER (Economics), University of Illinois
- * Subcommittee for the preparation of this report.

Appendix

The Statistical Tables

The following tables summarize the basic data on instructional salaries in 1953-54 as reported in our questionnaire by the 41 cooperating institutions. In conformity with the purpose of making available to the Chapters information on current salary conditions early in report years, copies were sent by the Association's Central Office to the Chapters and to the administrations of the cooperating institutions in January, 1954.

The schedules of the questionnaire used for the collection of the basic data are, in summary, as follows:

1. The formal salary scales, if any, which are in effect for each rank of full-time faculty members, distinguishing between 9-10 and 11-12 month appointments.
2. The numbers of full-time students and equivalents enrolled in October of 1951 and 1953, and the total amounts spent in the academic year 1951-52, and expected to be spent in the current academic year 1953-54, on instructional salaries, including the salaries of part-time instructors and assistants, and payments to

pension and insurance funds; but excluding, as in all schedules, Medical, Dental, Summer School, and Extension salaries and, as far as possible, salaries or the parts of salaries which are for administration (except administration in departments of instruction), research, public relations, or other nonteaching functions. For the current year, and for 1939-40 also, information on annuity plans was sought under this schedule.

3. Either the distribution, by interval table arranged in \$250 classes, of all full-time salaries actually paid in each rank, distinguishing 9-10 and 11-12 month appointments and stating the precise amounts for the minimum and maximum paid in each rank; or, when the values have been computed from payroll readings, the numbers in each rank, with the minimum, maximum, mean, and median salaries, again distinguishing 9-10 and 11-12 month appointments.

The basic data reported in the returns have been prepared in essentially the same manner as those for the earlier studies in this series. As in 1951-52, the institutions are classified by size in proximate regions, or by type, into fairly homogeneous groups. No institution appears in more than one table. Except in the case of Table III, where one institution which did not report for 1951-52 is now included, and Table IX, where the columns on 11-12 month appointments now cover four instead of five institutions, each table includes the same institutions as in 1951-52. With these exceptions, comparison can be made, table by table, with those appended to the report for 1951-52 if it is desired to study salary changes other than those for which comparative data are given here.

As in the earlier reports, each table summarizes conditions in the group of institutions with respect to the four elements or measurements which we consider most relevant to instructional salary matters. These are (1) the ranges and typical values of instructional salaries, (2) the proportions of the faculty in each of the four conventional academic ranks, (3) the average number of full-time students or full-time equivalents for each full-time faculty member, and (4) the average amount spent per student for all instructional salaries. The data are arranged to give on one page the maximum amount of information on salary conditions in the component institutions in the group, without violating the pledge

which the Committee has given not to identify the contributing institutions directly with their respective values.

It is not difficult to understand the meaning of the data presented in these detailed tables. In Table I, Six Small Institutions in New England and Middle Atlantic, we read, for example, under the heading "Range of Minima," that the lowest minimum salary for professors in any of the six institutions is \$6000, while the highest minimum salary in any of the six is \$7750. This indicates

I. PRIVATELY CONTROLLED: SIX SMALL INSTITUTIONS (UP TO 1200 STUDENTS)
IN NEW ENGLAND AND MIDDLE ATLANTIC

	Professors	Associate Professors	Assistant Professors	Instructors
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$6000- 7,750	\$4800-6000	\$3800-4700	\$3000-3700
Maxima	8280-11,000	5580-8300	5100-5600	4200-4600
Means	7390- 8,547	5550-6647	4490-5000	3830-4094
Medians	7350- 8,750	5500-6750	4500-4900	3800-4025
Mean of:				
Minima	\$6955	\$5613	\$4380	\$3433
Maxima	9547	6955	5330	4417
Means				
1951-52	7603	5815	4687	3692
1953-54	7927	6068	4833	3942
Medians	7847	5955	4798	3971
Median of:				
Minima	\$7100	\$5690	\$4450	\$3500
Maxima	9500	7050	5340	4450
Means	7861	6176	4880	3932
Medians	7650	5950	4893	4000

Proportions of Total Full-Time Faculty, %

Minimum	28.0	6.8	14.1	9.6
Maximum	47.5	33.3	29.1	31.3
Mean	37.9	17.2	23.3	21.6
Median	39.5	15.6	24.5	22.6

*Average Number of Students for
Each Full-Time Faculty Member*

	1939- 40 ¹	1951- 52	1953- 54
Minimum	10.6	9.1	8.2
Maximum	14.8	14.2	13.0
Mean	11.8	10.8	10.4
Median	10.9	10.7	10.3

*Average Amount per Student Spent
for All Instructional Salaries*

	1939- 40 ¹	1951- 52	1953- 54
Minimum	\$365	\$479	\$567
Maximum	428	741	788
Mean	400	596	641
Median	403	590	597

¹ Four institutions.

II. PRIVATELY CONTROLLED: FIVE MEDIUM-SIZED INSTITUTIONS (1200 TO 4000 STUDENTS) IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (9-10 month basis)</i>							
Range of:							
Minima	\$ 5,500 ¹ - 8,000	\$4500-6000	\$3250-4500	\$2750-3600			
Maxima	10,000-13,500	6500-8000	5250-6800	4400-4950			
Means	6,720- 9,057	5355-6441	4304-5195	3694-3963			
Medians	6,500- 9,000	5250-6300	4400-5100	3700-3900			
Mean of:							
Minima	\$ 6,400	\$5180	\$3950	\$3170			
Maxima	11,020	7195	6140	4630			
Means							
1951-52	7,270	5636	4551	3540			
1953-54	7,888	6065	4842	3788			
Medians	7,700	6005	4840	3791			
Median of:							
Minima	\$ 6,250	\$4950	\$4000	\$3000			
Maxima	10,600	7375	6050	4500			
Means	7,676	6328	4999	3774			
Medians	7,500	6125	5000	3750			
<i>Proportions of Total Full-Time Faculty, %</i>							
Minimum	30.2	15.3	15.0	11.0			
Maximum	49.1	24.2	34.2	21.0			
Mean	39.3	18.7	25.2	16.8			
Median	40.7	17.1	26.3	17.7			
<i>Average Number of Students for Each Full-Time Faculty Member</i>							
	<i>1939- 40</i>	<i>1951- 52</i>	<i>1953- 54</i>				
Minimum	10.3	11.1	10.0	Minimum	\$211	\$321	\$507
Maximum	14.4	16.6	13.0	Maximum	415	607	743
Mean	12.6	12.7	11.1	Mean	339	513	619
Median	13.1	11.5	10.3	Median	379	546	625

¹ Two appointments below this figure in one institution.

INSTRUCTIONAL SALARIES FOR ACADEMIC YEAR 1953-54 673

III. PRIVATELY CONTROLLED: FIVE LARGE INSTITUTIONS IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$ 6,000-10,000	\$5000- 6,500	\$3500-5000	\$2700-4000
Maxima	15,000-18,000	8000-10,000	6000-8000	3800-5750
Means	8,154-12,512	5964- 7,944	4871-5414	3398-4000
Medians	7,700-13,000	5750- 8,000	4825-5250	3375-4000
Mean of:				
Minima	\$ 7,500	\$5840	\$4250	\$3380
Maxima	16,300	8840	6550	4510
Means				
1951-52 ¹	9,362	6391	4734	3463
1953-54	10,036	6849	5165	3760
Medians	9,711	6737	5114	3753
Median of:				
Minima	\$ 7,000	\$6000	\$4000	\$3500
Maxima	16,000	8700	6000	4500
Means	10,038	6785	5168	3705
Medians	9,591	6670	5162	3750

Proportions of Total Full-Time Faculty, %

Minimum	28.7	15.1	16.8	17.4
Maximum	44.6	23.9	22.5	29.9
Mean	37.9	19.1	20.4	22.5
Median	37.3	18.3	21.2	22.0

Average Number of Students for Each Full-Time Faculty Member

	<i>1939-40²</i>	<i>1951-52³</i>	<i>1953-54</i>
Minimum	11.9	12.8	12.1
Maximum	15.3	19.3	16.8
Mean	14.0	16.3	14.3
Median	14.7	16.5	13.8

Average Amount per Student Spent for All Instructional Salaries

	<i>1939-40²</i>	<i>1951-52</i>	<i>1953-54</i>
Minimum	\$371	\$532	\$582
Maximum	460	654	749
Mean	414	567	651
Median	412	544	628

¹ Using means for one institution for 1949-50 with assurance by administration of little change by 1951-52.

² Three institutions.

³ Four institutions.

IV. PRIVATELY CONTROLLED: THREE WOMEN'S COLLEGES IN NEW ENGLAND AND MIDDLE ATLANTIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Means	\$7159-7607	\$5463-5775	\$4561-4813	\$3440-3790
Medians	7000-7500	5500-5750	4500-4900	3500-3900
Mean of:				
Minima	\$6567	\$5233	\$4300	\$2967
Maxima	9000	6300	4967	4067
Means				
1951-52	6474	5069	4177	3264
1953-54	7316	5666	4664	3617
Medians	7200	5667	4683	3733
Median of:				
Minima	\$6600	\$5200	\$4200	\$3000
Maxima	9200	6500	5000	3900
Means	7183	5761	4617	3622
Medians	7100	5750	4650	3800

Proportions of Total Full-Time Faculty, %

Minimum	24.1	15.7	20.9	11.1
Maximum	37.1	29.6	23.9	32.0
Mean	30.9	22.2	22.3	24.6
Median	31.4	21.3	22.2	30.7

*Average Number of Students for Each Full-Time Faculty Member**Average Amount per Student Spent for All Instructional Salaries*

	1939-40 ¹	1951-52	1953-54		1939-40 ¹	1951-52	1953-54
Minimum	9.0	9.3	9.1	Minimum	\$403	\$475	\$557
Maximum	10.0	11.6	11.6	Maximum	517	604	691
Mean	9.5	10.4	10.0	Mean	460	539	623
Median	9.5	10.4	9.2	Median	460	537	622

¹ Two institutions reporting.

INSTRUCTIONAL SALARIES FOR ACADEMIC YEAR 1953-54 675

V. PRIVATELY CONTROLLED: FIVE SMALL INSTITUTIONS (UP TO 1200 STUDENTS)
IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$5500-6000	\$4054-5000	\$3600-4000	\$3000-3600
Maxima	6800-8500	5300-6000	4400-6000	3750-4000
Means	5725-7040	4800-5461	4059-4446	3300-4000
Medians	5955-6500	4750-5500	4000-4400	3175-4000
Mean of:				
Minima	\$5670	\$4671	\$3765	\$3320
Maxima	7400	5735	5100	3960
Means				
1951-52	5888	4628	3920	3275
1953-54	6412	5160	4250	3627
Medians	6281	5170	4164	3618
Median of:				
Minima	\$5500	\$4800	\$3800	\$3300
Maxima	7200	5775	5000	3800
Means	6481	5241	4300	3584
Medians	6350	5250	4200	3640

Proportions of Total Full-Time Faculty, %

Minimum	28.1	15.9	21.1	5.3
Maximum	34.2	28.4	37.2	27.0
Mean	30.5	22.8	30.3	16.5
Median	29.6	23.8	30.4	13.6

*Average Number of Students for
Each Full-Time Faculty Member*

	<i>1939- 40</i>	<i>1951- 52</i>	<i>1953- 54</i>
Minimum	11.5	11.1	10.8
Maximum	18.4	14.0	14.8
Mean	14.5	12.2	12.8
Median	13.9	12.0	12.7

*Average Amount per Student Spent
for All Instructional Salaries*

	<i>1939- 40</i>	<i>1951- 52</i>	<i>1953- 54</i>
Minimum	\$158	\$387	\$442
Maximum	317	464	543
Mean	244	431	496
Median	241	429	506

VI. PRIVATELY CONTROLLED: FOUR MEDIUM-SIZED AND LARGE INSTITUTIONS
IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>			
<i>Instructional Salaries (9-10 month basis)</i>							
Range of:							
Minima	\$5200- 6,340	\$4150-4850	\$3600-4100	\$3000-3600			
Maxima	9130-15,000	6340-9000	5180-8000	4100-5400			
Means	7213- 8,527	5513-6412	4673-5069	3730-4115			
Medians	6960- 8,500	5500-6300	4500-5000	3700-4000			
Mean of							
Minima	\$ 5,760	\$4638	\$3888	\$3238			
Maxima	12,658	7860	7032	4875			
Means							
1951-52	7,308	5577	4545	3728			
1953-54	7,847	5977	4873	3839			
Medians	7,630	5959	4722	3825			
Median of:							
Minima	\$ 5,750	\$4775	\$3925	\$3175			
Maxima	13,250	8050	7475	5000			
Means	7,825	5992	4874	3756			
Medians	7,531	6018	4695	3800			
<i>Proportions of Total Full-Time Faculty, %</i>							
Minimum	27.0	23.8	18.5	12.6			
Maximum	44.2	24.7	27.3	23.2			
Mean	33.8	24.4	23.3	18.6			
Median	32.0	24.5	23.7	19.3			
<i>Average Number of Students for Each Full-Time Faculty Member</i>							
	<i>1939- 40</i>	<i>1951- 52</i>	<i>1953- 54</i>				
Minimum	12.5	12.1	10.6	Minimum	<i>1939- 40¹</i>	<i>1951- 52¹</i>	<i>1953- 54¹</i>
Maximum	19.3	19.0	21.6	Maximum	\$242	\$387	\$449
Mean	16.3	16.9	16.2	Mean	381	480	554
Median	16.5	18.2	16.2	Median	292	445	517
					253	468	549

¹ Data for one institution not available on suitable basis for these years.

INSTRUCTIONAL SALARIES FOR ACADEMIC YEAR 1953-54 677

VII. PRIVATELY CONTROLLED: FOUR MEDIUM-SIZED AND LARGE INSTITUTIONS
IN SOUTH

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (9-10 month basis)</i>				
Range of:				
Minima	\$4200- 6,000 ¹	\$4000-5000 ¹	\$3750-4300	\$2700-3000
Maxima	9000-11,500	6100-7500	5500-6500	4200-4800
Means	6502- 7,779	5372-5999	4604-4893	3393-3940
Medians	6300- 7,500	5300-6000	4500-5000	3600-4071
Mean of:				
Minima	\$ 5,375	\$4712	\$4012	\$2850
Maxima	10,625	6825	5850	4425
Means				
1951-52	6,489	5124	4355	3473
1953-54	7,129	5721	4793	3710
Medians	6,981	5722	4753	3818
Median of:				
Minima	\$ 5,650	\$4925	\$4000	\$2850
Maxima	11,000	6850	5700	4350
Means	7,117	5756	4838	3753
Medians	7,062	5794	4756	3800
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	25.5	21.1	27.9	13.8
Maximum	32.1	23.4	37.3	18.9
Mean	29.4	22.5	32.1	16.0
Median	30.0	22.8	31.6	15.6
<i>Average Number of Students for Each Full-Time Faculty Member</i>				
	<i>1939- 40</i>	<i>1951- 52</i>	<i>1953- 54</i>	
Minimum	14.4	13.4	10.9	Minimum
Maximum	25.2	16.1	16.0	Maximum
Mean	17.8	14.7	14.1	Mean
Median	15.9	14.7	14.8	Median
<i>Average Amount per Student Spent for All Instructional Salaries</i>				
	<i>1939- 40</i>	<i>1951- 52</i>	<i>1953- 54</i>	
Minimum	\$180	\$325	\$373	Minimum
Maximum	364	533	584	Maximum
Mean	255	419	478	Mean
Median	238	410	478	Median

¹ One appointment at a lower amount.

VIII. PRIVATELY CONTROLLED: THREE INSTITUTES OF TECHNOLOGY IN NEW ENGLAND, NORTH CENTRAL, AND PACIFIC

	<i>Professors</i>	<i>Associate Professors</i>	<i>Assistant Professors</i>	<i>Instructors</i>
<i>Instructional Salaries (10½ and 11-12 month basis combined; instructors 9-10 and 10½ month basis)</i>				
Range of:				
Means	\$9591-10,726	\$7284-8090	\$5510-6520	\$4050-4470
Medians	9000-10,478	7250-7950	5538-6500	4015-4500
Mean of:				
Minima	\$ 7,667	\$6233	\$4967	\$3700
Maxima	14,667	9233	7617	5033
Means				
1951-52	9,239	6788	5313	3642
1953-54	10,182	7623	5953	4301
Medians	9,759	7576	6013	4305
Median of:				
Minima	\$ 7,500	\$5600	\$5000	\$3600
Maxima	15,000	9000	7600	4800
Means	10,230	7495	5830	4382
Medians	9,800	7528	6000	4400

Proportions of Total Full-Time Faculty (9-10, 10½, and 11-12 month basis combined), %

Minimum	21.3	20.7	18.3	6.9
Maximum	50.9	29.5	29.3	33.3
Mean	33.2	24.7	24.1	18.0
Median	27.3	23.9	24.7	13.9

Average Number of Students for Each Full-Time Faculty Member

	<i>1939-40¹</i>	<i>1951-52</i>	<i>1953-54</i>
Minimum	9.0	7.3	6.5
Maximum	9.3	11.2	11.4
Mean	9.2	9.2	9.0
Median	9.2	9.2	9.2

Average Amount per Student Spent for All Instructional Salaries

	<i>1939-40¹</i>	<i>1951-52</i>	<i>1953-54</i>
Minimum	\$533	\$676	\$765
Maximum	638	897	1106
Mean	585	785	931
Median	585	783	923

Two Institutes only.

IX. SIX LARGE STATE UNIVERSITIES IN NORTH CENTRAL AND PACIFIC

	<i>Professors</i>		<i>Associate Professors</i>	
	<i>9 or 10 month</i>	<i>11 or 12 month*</i>	<i>9 or 10 month</i>	<i>11 or 12 month*</i>
<i>Instructional Salaries</i>				
Range of:				
Minima	\$ 6,000- 8,316 ¹	\$ 6,024- 9,612 ¹	\$4720- 6,516 ¹	\$5076- 7,536 ¹
Maxima	11,750-17,200	12,252-15,000	7410-13,100	8868-10,500
Means	8,295- 9,969	9,395-10,801	6220- 7,136	7325- 7,976
Medians	8,158- 9,707	9,153-10,691	6130- 7,138	6999- 8,025
Mean of:				
Minima	\$ 6,753	\$ 7,788	\$5463	\$6528
Maxima	14,060	13,813	9202	9482
Means				
1951-52	8,140	9,032	6103	7030
1953-54	8,925	9,961	6578	7680
Medians	8,720	9,745	6511	7563
Median of:				
Minima	\$ 6,500	\$ 7,759	\$5357	\$6750
Maxima	13,605	14,000	8375	9280
Means	8,562	9,825	6390	7709
Medians	8,304	9,568	6284	7614
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	19.1	2.9	15.5	1.4
Maximum	35.4	9.9	22.0	7.3
Mean	26.8	6.9	18.1	4.8
Median	26.7	7.3	17.6	5.2

that the other four institutions in the group have minimum salaries for this rank on or between these amounts. Farther down in the table, the mean of minima shows that the arithmetic average of the various minima for professors in the six institutions is \$6955.

The median of these minima, \$7100, indicates that in three of the six institutions the lowest salary for a professor is above this

* Four institutions.

¹ Formal and effective minima but with a very few scattered appointments at lower amounts.

IX. SIX LARGE STATE UNIVERSITIES IN NORTH CENTRAL AND PACIFIC (Contd.)

	<i>Assistant Professors</i>		<i>Instructors</i>	
	<i>9 or 10 month</i>	<i>11 or 12 month*</i>	<i>9 or 10 month</i>	<i>11 or 12 month*</i>
<i>Instructional Salaries</i>				
Range of:				
Minima	\$4000-5100 ¹	\$4800-5916 ¹	\$2952-4296 ¹	\$3608-4980
Maxima	6150-9350	7092-7500	4790-5770	5400-6800
Means	5046-5718	5879-6418	4018-4554	4676-5206
Medians	4985-5680	5875-6499	3909-4560	4800-5292
Mean of:				
Minima	\$4436	\$5250	\$3446	\$4297
Maxima	7154	7304	5396	5981
Means				
1951-52	4929	5645	3966	4667
1953-54	5333	6111	4254	4971
Medians	5280	6154	4232	4984
Median of:				
Minima	\$4330	\$5142	\$3375	\$4300
Maxima	6812	7312	5615	5862
Means	5298	6074	4243	5001
Medians	5212	6120	4206	4922
<i>Proportions of Total Full-Time Faculty, %</i>				
Minimum	19.1	1.5	7.1	1.5
Maximum	35.2	8.2	24.8	6.7
Mean	25.2	4.4	17.2	3.1
Median	24.4	3.9	18.9	2.2
<i>Average Number of Students for Each Full-Time Faculty Member</i>		<i>Average Amount per Student Spent for All Instructional Salaries</i>		
	<i>1939-40</i>	<i>1951-52</i>	<i>1953-54</i>	
Minimum	16.8	9.7	14.7	Minimum \$148
Maximum	32.9	22.3	22.1	Maximum 243
Mean	25.3	18.5	18.8	Mean 196
Median	24.8	19.3	19.0	Median 198
				398
				454

* Four institutions.

¹ Formal and effective minima but with a very few scattered appointments at lower amounts.

figure and that in three it is below this amount. The data on maxima are to be interpreted similarly.

Still using Table I as the example, under the heading "Range of Means", the entry for professors is \$7390-\$8547. This indicates that the arithmetic mean, or average, of the salaries of the various professors in the institution with the lowest average in the group is \$7390, while in the institution with the highest average it is \$8547. Other institutions in this group fall on or between these values. The mean of means, cited farther down in the table, indi-

cates that the average of the various mean values of the six institutions was \$7603 in 1951-52 and is now \$7927. In computing this mean of means, the value for each institution is given equal weight regardless of the size of the institution or of its staff. (For weighted mean salaries see Tables 2 and 3 in the text of this report.)

Lower in Table I, the median of the means adds further information with respect to the salaries of professors in these six institutions. It marks the middle value of the group. The mean salary of professors in three of the six institutions is above \$7861 and in three it is below that figure. The fact that this median value is slightly lower than the mean of means for the group indicates the degree to which the means in one or two strong institutions pull the average for the group above the middle value. If the median value were above the mean, it would indicate that one or two weaker institutions pull down the average for the group. The median measures can be interpreted in much the same way as those of the means.

These data on salary conditions in 1953-54 in the 41 selected institutions have, we believe, a high degree of precision and reliability. They were collected after September 24, 1953—that is, after the academic year was under way. Enrollment figures had been compiled and staff appointments and salary contracts had been made. Estimates were required for only one item, the total amount expected to be spent for all instructional salaries in the course of the current academic year, 1953-54.

TWO CHAPTER LETTERS

November 23, 1953

To the Secretaries of Chapters of the
American Association of University Professors

Dear Colleagues:

This letter is in further reference to the study now being conducted by the Association of "The Rôle of Faculties of Colleges and Universities in the Determination of Institutional Policies." This study was inaugurated and brought to the attention of Chapters in a Chapter Letter under date of January 12, 1953, addressed to the Secretaries of the Chapters of the Association. With this letter there were enclosed three copies of the Questionnaire for the use of Chapters in the study.

In a Chapter Letter under date of April 21, 1953, also addressed to the Secretaries of Chapters, a report was made of the number of Chapters which had, as of that date, responded to the Questionnaire in the study. With the Chapter Letter of April 21 there was enclosed a special check sheet entitled "Institutional Procedure Check Sheet." The information sought in this check sheet was for the purpose of achieving the maximum accuracy in the study. It was pointed out that this check sheet was separate and distinct from and in addition to the Questionnaire and was to be marked by all of the Chapters and returned to this office, if possible not later than May 15, 1953.

As of this date, 311 of the Association's 472 Chapters have replied to the Questionnaire, and 267 have returned the Institutional Procedure Check Sheet. With this letter there is enclosed a listing of the Chapters which have not responded or have only partially responded to the requests for data in the study. The Secre-

taries of the Chapters listed are urged to bring this study to the attention of their Chapters at the earliest possible date, to the end that these Chapters may participate in the study by replying to the Questionnaire and by marking and returning the Institutional Procedure Check Sheet. This should be done by not later than December 20, 1953.

As suggested in the Chapter Letter of January 12, 1953, each Chapter should devote at least one meeting to the consideration of the data sought and/or assembled in the study. It was in large part to encourage the consideration of this subject by each of the Chapters that the Chapter Letter of January 12, 1953 and the Questionnaire transmitted with this letter were published in the Association's *Bulletin* in the Winter, 1952-53 issue, pages 637-644.

If the Questionnaire and/or the Institutional Procedure Check Sheet in this study have been misplaced, duplicate copies of these will be sent upon request.

The Central Office of the Association is the recipient of many inquiries from Chapter Officers for information and advice concerning the organization, rôle and functions of Chapters, particularly in reference to programs for meetings of Chapters and for State and Regional meetings of Chapters. Responding to these inquiries constitutes a large part of our organizational correspondence. To the end that Chapter Officers may have available for ready reference information and suggestions concerning the subjects of these inquiries, there has been reprinted from the Autumn, 1947 issue of the Association's *Bulletin*, as a Manual for Chapter Officers, an excellent article entitled "The Organization and Functions of Chapters of the American Association of University Professors," by Professor Francis J. Tschan of The Pennsylvania State College. This Manual for Chapter Officers should be studied by the present Officers of the Association's Chapters and should be placed in the files of the Chapter for the use of future Officers of the Chapter.

Very sincerely yours,

RALPH E. HIMSTEAD, *General Secretary*

CONCERNING THE STUDY OF
THE RÔLE OF FACULTIES OF COLLEGES AND UNIVERSITIES
IN THE DETERMINATION OF INSTITUTIONAL POLICIES

*Chapters Which Have Not Responded or Have Only Partially Responded to the Request
for Data in the Study¹*

<i>Chapter</i>	<i>No Response</i>	<i>Question- naire Only</i>	<i>Institutional Procedure Check Sheet Only</i>
Akron, University of.....		X	
Alaska, University of.....			X
Alfred University.....		X	
Amherst College.....		X	
Arizona State College (Flagstaff).....	X		
Baldwin-Wallace College.....	X		
Baylor University.....		X	
Bluefield College.....	X		
Boston College.....	X		
Bradley University.....	X		
Bridgeport, University of.....			X
Brooklyn College.....			X
California Institute of Technology.....		X	
California, Univ. of (Los Angeles).....			X
California, Univ. of (Santa Barbara).....		X	
Capital University.....			X
Carthage College.....		X	
Cedar Crest College.....	X		
Centenary College of Louisiana.....	X		
Chapman College.....	X		
Chattanooga, University of.....	X		
Chicago, University of.....		X	
City College, The.....		X	
City College, The (Commerce Center).....	X		
Clark University.....		X	
Clemson Agricultural College.....	X		
Coe College.....		X	
Colorado Agric. & Mech. College.....		X	
Colorado College.....	X		
Colorado School of Mines.....			X
Colorado, Western State College of.....		X	
Concord College.....	X		
Connecticut, University of.....		X	
Cornell University.....		X	

¹ As of the date of this Chapter Letter.

<i>Chapter</i>	<i>No Response</i>	<i>Question- naire Only</i>	<i>Institutional Procedure Check Sheet Only</i>
Culver-Stockton College.....	X		
Davidson College.....		X	
Delaware, University of.....		X	
Detroit, University of.....	X		
Dillard University.....	X		
Dubuque, University of.....	X		
Duquesne University.....	X		
Evansville College.....		X	
Fairleigh Dickinson College.....	X		
Fairmont State College.....	X		
Florida State University.....		X	
Florida, University of.....		X	
Fordham University (Manhattan).....			X
Fort Hays Kansas State College.....	X		
Franklin College of Indiana.....		X	
Furman University.....		X	
Geneva College.....		X	
Georgetown University.....	X		
Georgia Institute of Technology.....			X
Gettysburg College.....		X	
Gustavus Adolphus College.....	X		
Hahnemann Medical College.....	X		
Hamline University.....			X
Hanover College.....	X		
Harpur College.....			X
Harris Teachers College.....	X		
Harvard University.....	X		
Haverford College.....		X	
Hillyer College.....	X		
Hobart and William Smith Colleges.....	X		
Hollins College.....	X		
Holy Cross, College of the.....	X		
Howard University.....		X	
Idaho Junior College, North.....		X	
Idaho, University of.....		X	
Illinois Institute of Technology.....	X		
Illinois State College, Western.....		X	
Illinois State Teachers College, Northern...	X		
Illinois Wesleyan University.....	X		

<i>Chapter</i>	<i>No Response</i>	<i>Question- naire Only</i>	<i>Institutional Procedure Check Sheet Only</i>
Indiana Central College.....	X		
Indiana State Teachers College.....		X	
Indiana University.....	X		
Iowa, State University of.....	X		
Jamestown Community College.....	X		
John Carroll University.....			X
Johns Hopkins University.....		X	
Johnson C. Smith University.....		X	
Kalamazoo College.....		X	
Kent State University.....			X
Kenyon College.....	X		
Lake Erie College.....		X	
Lake Forest College.....			X
Lawrence College.....	X		
Lebanon Valley College.....	X		
Lehigh University.....	X		
Lincoln University (Missouri).....	X		
Lindenwood College.....		X	
Linfield College.....	X		
Longwood College.....		X	
Louisiana College, Southeastern.....	X		
Louisiana Institute, Southwestern.....	X		
Louisiana, Northwestern State College of...	X		
Louisiana Polytechnic Institute.....	X		
Louisiana State University.....	X		
Loyola University (Illinois).....	X		
Lynchburg College.....			X
Macalester College.....			X
Madison College.....	X		
Manhattan College.....	X		
Manhattanville College of the Sacred Heart.	X		
Manitoba, University of.....	X		
Marietta College.....		X	
Marshall College.....		X	
Maryland, University of.....	X		
Massachusetts State Teachers College (Fitch- burg).....		X	
Massachusetts State Teachers College (Framingham).....		X	
Massachusetts, University of.....	X		

<i>Chapter</i>	<i>No Response</i>	<i>Question- naire Only</i>	<i>Institutional Procedure Check Sheet Only</i>
Meharry Medical College.....	X		
Miami University.....	X		
Miami, University of.....	X		
Michigan College of Education, Northern...		X	
Middlebury College.....			X
Minnesota State Teachers College (Mankato)	X		
Minnesota State Teachers College (St. Cloud).....		X	
Minnesota State Teachers College (Winona).	X		
Mississippi State College.....		X	
Missouri State College, Central.....	X		
Missouri State College, Northwest.....		X	
Monmouth College.....	X		
Montana College of Education, Eastern...			X
Montana College of Education, Western...	X		
Montana State College.....			X
Montgomery Junior College.....	X		
Monticello College.....	X		
Moravian College for Women.....	X		
Mount Union College.....		X	
National College of Education.....	X		
Nebraska State Teachers College (Wayne)...	X		
Nevada, University of.....		X	
New England Conservatory of Music.....	X		
New Mexico Highlands University.....			X
New Mexico University, Eastern.....	X		
New Mexico, University of.....	X		
New York, State University of			
College for Teachers at Buffalo.....		X	
Teachers College at Brockport.....		X	
Teachers College at Cortland.....		X	
Teachers College at Oneonta.....	X		
Teachers College at Oswego.....	X		
New York University.....		X	
North Carolina College at Durham.....	X		
North Carolina State College of Agriculture and Engineering.....	X		
North Dakota Agricultural College.....	X		
North Dakota, University of.....		X	
Northern State Teachers College.....	X		
Northwestern State College.....			X

<i>Chapter</i>	<i>No Response</i>	<i>Question- naire Only</i>	<i>Institutional Procedure Check Sheet Only</i>
Northwestern University.....	X		
Occidental College.....	X		
Ohio State University.....		X	
Ohio Wesleyan University.....		X	
Oregon State System of Higher Education (Portland State Extension Center).....			X
Oregon, University of.....	X		
Pacific, College of the.....		X	
Pacific University.....		X	
Pasadena College.....			X
Pennsylvania College for Women.....		X	
Pennsylvania State College.....	X		
Pennsylvania State Teachers College (Calif- ornia).....	X		
Pennsylvania State Teachers College (East Stroudsburg).....			X
Pennsylvania State Teachers College (Indiana).....			X
Pennsylvania State Teachers College (Kutz- town).....			X
Pennsylvania State Teachers College (Lock Haven).....	X		
Pennsylvania, University of.....	X		
Phoenix College.....	X		
Portland, University of.....		X	
Princeton University.....	X		
Principia College, The.....	X		
Redlands, University of.....		X	
Reed College.....		X	
Rhode Island, University of.....		X	
Rice Institute.....	X		
Riverside College.....	X		
Rochester, University of.....	X		
Rockford College.....		X	
Rollins College.....	X		
Roosevelt College.....	X		
Rose Polytechnic Institute.....	X		
Russell Sage College.....	X		
Rutgers University.....	X		
Rutgers University, Newark Colleges of....	X		

<i>Chapter</i>	<i>No Response</i>	<i>Question- naire Only</i>	<i>Institutional Procedure Check Sheet Only</i>
Sacramento State College.....		X	
St. John's University (School of Commerce, N. Y.).....	X		
St. Lawrence University.....		X	
St. Mary's College (California).....			X
St. Michael's College.....		X	
Saint Thomas, College of.....	X		
San Bernardino Valley College.....	X		
San Diego State College.....	X		
San Francisco, City College of.....	X		
San Francisco State College.....	X		
San Jose State College.....	X		
Scripps College.....		X	
Seton Hill College.....	X		
Shepherd College.....	X		
Shurtleff College.....	X		
Simmons College.....	X		
Sioux Falls College.....	X		
South Carolina, University of.....		X	
Southern Methodist University.....	X		
Southern University and Agricultural and Mechanical College.....	X		
Stephens College.....			X
Swarthmore College.....	X		
Syracuse University.....		X	
Syracuse University (Utica College).....		X	
Tennessee State College, Middle.....		X	
Texas, Agric. & Mech. College of.....	X		
Texas College of Arts and Industries.....			X
Texas Southern University.....	X		
Texas State College for Women.....		X	
Texas State Teachers College, East.....	X		
Texas, University of.....		X	
Thiel College.....	X		
Trinity College.....			X
Trinity University.....			X
Tulsa, University of.....		X	
Union College and University.....	X		
U. S. Naval Postgraduate School.....	X		
Utah State Agricultural College.....		X	

<i>Chapter</i>	<i>No Response</i>	<i>Question naire Only</i>	<i>Institutional Procedure Check Sheet Only</i>
Valdosta State College.....	X		
Vermont, University of.....	X		
Virginia Polytechnic Institute.....		X	
Virginia State College.....	X		
Virginia Union University.....	X		
Virginia, University of.....	X		
Washington College of Education, Eastern..			X
Washington and Jefferson College.....		X	
West Virginia State College.....		X	
West Virginia Wesleyan College.....			X
Westminster College (Pennsylvania).....			X
Whitman College.....			X
Wisconsin State College (La Crosse).....		X	
Wisconsin State College (Milwaukee).....		X	
Wisconsin State College (Whitewater).....			X
Worcester Polytechnic Institute.....	X		
Yankton College.....	X		
Yeshiva University.....	X		

March 11, 1954

To the Officers of Chapters of the
American Association of University Professors

Colleagues:

My experiences as a member of the Council of the American Association of University Professors and as President of the Association during the past two years have led me to certain conclusions as to the nature and effective functioning of our organization that I feel it my duty to share with the Chapters and their members.

There are certain fundamental facts about the Association which should *never* be lost sight of in any consideration or discussion of the organization, its operation, and its functions.

(1) There are now over 43,000 members of the Association.

(2) The staff of the Association's Central Office is of two levels, professional and organizational. The professional staff consists of three members, Dr. Himstead, General Secretary; Dr. Shannon, Associate Secretary; and Dr. Middleton, Staff Associate. The organizational staff consists of five women Secretarial Assistants to the General Secretary and a number of necessary clerk-typists. On the staff of the office there are also three secretarial stenographers.

(3) The professional staff of the Association's Central Office has the responsibility for all of the day-to-day professional work of the Association. This consists of most of the work of investigation, consultation, and mediation for Committee A on Academic Freedom and Tenure, which annually entails the handling of thousands of communications—letters, telegrams, and telephone conversations; and participation in hundreds of office conferences. During the past year the members of the professional staff had under consideration 145 complaints of college and university teachers alleging violations of the principles of academic freedom and tenure. The work of the professional staff also consists of editing the Association's *Bulletin*; planning the agenda and arranging for meetings of the Association's Council, committees, and the Annual Meeting; responding to requests for professional advice from college and university teachers, college and university

administrators, trustees of colleges and universities, and from interested outsiders concerning problems of the profession and of higher education as a whole; and participation in meetings and conferences of representatives of other organizations of higher education, notably the American Council on Education, of which organization our Association is a constituent member.

Certain projects of the Association authorized by the Council are carried on more or less independently by committees of the Association, but the work of these committees necessitates a considerable amount of staff work which is done by the Association's professional staff. This is particularly true of the studies of the Committees on Place and Function of Faculties in College and University Government and on the Economic Status of the Profession. It is also true of the day-to-day work of the Committee on Organization and Conduct of Chapters.

(4) *At present, as has been the case for many years, three-fourths of the time of the Association's professional staff is required for the work of Committee A on Academic Freedom and Tenure.* All the other responsibilities that fall on the shoulders of these three men, they must attempt to discharge in the quarter of their time remaining—not only on work days, but nights and Sundays. Since April, 1953 Dr. Middleton has been disabled with a serious spinal condition, initially misdiagnosed, and not correctly diagnosed until late October as a ruptured spinal disc. His condition necessitated extensive surgery, from which he is now convalescing. Dr. Middleton's illness has meant that for a long time the professional staff of three members was, in fact, reduced to two members.

(5) The organizational staff of the Association's Central Office has the excessively burdensome responsibilities of conducting the organizational work of the Association, which includes the handling of the organizational correspondence. This work consists of processing all nominations for membership; keeping the membership records and lists up to date, with continuous changes of addresses, of which there are thousands every year; informing the printer of the Association's *Bulletin* of all changes of addresses; billing the membership for annual dues twice a year; crediting on the membership records all dues payments received; depositing all checks received in payment of dues; keeping the records of Chapter

membership; informing Chapter officers of changes in their membership; keeping the books and the financial records of the Association; and all other operations necessary to maintaining the Association's organization.

II

The conclusions that follow from these fundamental facts seem obvious. The staff of the Association's Central Office is carrying an excessively heavy work load, particularly at the professional level. At the professional level this small staff is being called upon to carry an *impossible* burden of work and responsibilities. On a single day, and a hot one, this past summer when most of us were deep in our research or enjoying our summer vacations, the General Secretary devoted more than three hours to a personal conference with the president of an institution where there was a freedom and tenure case that had received nation-wide publicity. He devoted two hours to a personal conference with a professor who was having serious tenure trouble. He talked by long distance telephone with four different members of the Association who had sought his advice concerning difficulties they were in. He drafted and transmitted four long telegrams in response to four telegrams from other members of the Association seeking counsel, and he dispatched ninety letters, prepared for his signature by members of the organizational staff, in response to queries from Chapter officers and members. Dr. Shannon and Dr. Middleton were busy the same day with similar exacting and time-consuming work.

A further conclusion that, it seems to me, follows inevitably from the facts I have pointed out is that, if the Association is to enjoy good health and to achieve its major objective, the Chapters and the membership *must* recognize and assume a greater responsibility for furthering the Association's primarily educative function. During the crisis over academic freedom, some members and groups of members have urged that the Association launch a national campaign to make the meaning of academic freedom clear to the American public. Aside from the elementary fact that the Association simply does not have the bountiful financial resources

necessary for waging such a campaign, it is extremely dubious whether such a campaign would achieve the result desired. For just as, in the judgment of the Association, guilt is always personal, *so conversion is always personal*, and conversion usually takes place as the result, not of the impact of large-scale propaganda but of the contact of individual and individual.

Education, moreover, begins, or should begin, at home, and members of the Association might very well consider, as a first step toward achieving the objectives of the Association, the clarifying of their own attitudes toward the problems raised by infringements on academic freedom and the grounds for their attitudes and judgments. The principles of the Association have been carefully worked out over the years; they have been stated and re-stated. The applications of these principles to current problems are available in the Resolutions passed—I am proud to say—by successive Annual Meetings of the Association. These resolutions appear in the Spring, 1953 issue of the Association's *Bulletin* and are available as reprints upon request from the Association's Central Office.

Once the individual has clarified his own attitudes toward the principles that underlie academic freedom, the field for intensive missionary activity is inexhaustible. The most immediate field is that occupied by one's colleagues, and certainly there are challenges here to the most adroit and patient techniques of conversion. Beyond this field lies the Administration of the member's institution, and, beyond that, the institution's trustees or regents. If the member's energies, enthusiasm, and courage are not exhausted by the challenges offered by persons in these categories, there is always the wider community of which the institution is a part.

It is only, in my opinion, by such widespread "grass roots" activities that the American Association of University Professors can make clear to colleagues, administrations, and the wider public, the meaning and significance of academic freedom.

FRED B. MILLETT, *President*

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, and the Association for Higher Education of the National Education Association.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations together with the date of censuring are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

West Chester State Teachers College West Chester, Pennsylvania (February, 1939, <i>Bulletin</i> , pp. 44-72)	December, 1939
University of Kansas City, Kansas City, Missouri (October, 1941, <i>Bulletin</i> , pp. 478-493)	December, 1941
State Teachers College, ¹ Murfreesboro, Tennessee (December, 1942, <i>Bulletin</i> , pp. 662-677)	May, 1943
Winthrop College, Rock Hill, South Carolina (April, 1942, <i>Bulletin</i> , pp. 173-196)	May, 1943
Evansville College, Evansville, Indiana (Spring, 1949, <i>Bulletin</i> , pp. 74-111)	March, 1950
Now Middle Tennessee State College.	

MEMBERSHIP

CLASSES AND CONDITIONS—NOMINATIONS AND ELECTIONS

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership in the Association is by the Committee on Admission of Members upon nomination by one Active Member. Election takes place thirty days after the name of the nominee has been published in the *Bulletin*. The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose nominations are received before July 1 becomes effective as of January 1 of the current year. The membership of nominees whose nominations are received after July 1 becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

The classes and conditions of membership are as follows:

Active. A person is eligible for election to Active membership if he holds a position of teaching and/or research, with the rank of instructor or its equivalent or higher, in an institution on the Association's eligible list, provided his work consists of at least half-time teaching and/or research. Annual dues are \$5.00.

Junior. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions and who are not eligible for Active membership. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00.

Associate. Associate membership is not an elective membership. Active and Junior Members whose work becomes primarily administrative are transferred to Associate membership. Annual dues are \$3.00.

Emeritus. Any member retiring for age from a position in teaching or research may be transferred to Emeritus membership. Emeritus Members are exempt from dues. They may continue to receive the *Bulletin* at a special rate of \$1.00 a year.

Continuing Eligibility. Change of occupation or transfer to an institution not on the Association's eligible list does not affect eligibility for continuance of membership.

Interruption or Termination of Membership. Interruption or termination of membership requires notification to the Association's Washington office. In the absence of such notice, membership continues with receipt of the *Bulletin* for one calendar year, during which time there is an obligation to pay dues.

Nominations for Membership

The following 725 nominations for Active membership and 19 nominations for Junior membership are published as provided in the Constitution of the Association. Protests of nominations may be addressed to the General Secretary of the Association, who will, in turn, transmit them for the consideration of the Committee on Admission of Members. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee on Admission of Members questions concerning the technical eligibility of nominees for membership as provided in the Constitution of the Association. To be considered, such protests must be filed with the General Secretary within thirty days after this publication.

Active

Adams State College, Joseph C. Daniel, Jr.; Alabama College, Margaret C. Locke, Jr.; University of Alaska, Harold R. Black, Charles T. Genaux, John R. Hoskins, William K. Keller, Brina Kessel, Virginia E. Lindeman, Kenneth A. MacKirdy, Nalini R. Mukherjee, Donald C. Phillips, E. F. Rice, Verne E. Roberts, Melba F. Tims, James W. VanStone; Allegheny College, George A. Test; Alverno College, M. Sophie Simec; American University, Harold B. Wess; Antioch College, Daniel Sokolowsky; Appalachian State Teachers College, Grace E. Storm; Arizona State College (Tempe), Richard H. Bell, Don C. Bridenstine, Duane Brown, Edward E. Burgoyne, William A. Cavalliere, Jacob Fuchs, Marjorie Henshaw, Fred B. Lindstrom, Dick Mount, Ernest L. Parker, Gene D. Phillips, Robert D. Rasmussen; University of Arkansas, Harold E. Doorenbos, Marvin T. Edmison, Robert S. Fairchild, Maurice B. Kirk, John L. McKenney, Malcolm D. McLean, Samuel Siegel,

Clifford P. Westermeier, Hardy C. Wilcoxon; **Augustana College** (Illinois), Kenneth Andeen, Harry S. B. Johnson.

Baldwin-Wallace College, Eleanor Allen, W. Alwyn Ashburn, Clare Bedilion, Jeanette Beebe, Melvin L. Hakola, Alice M. Hall, Howard E. Oagley, Herbert H. Oberlag, Wray W. Stickford, Lloyd O. Wadleigh, Marion K. Wynne; **Ball State Teachers College**, W. William Renke; **Baylor University**, Mary C. Carter, Noble D. Enete, Hendley Williams; **Belmont College**, Peggy Tapp; **Beloit College**, Charles D. Aronson; **Berea College**, Howard D. Southwood; **Boise Junior College**, Emma A. Bowen, Hazel M. Roe; **Boston University**, Charles A. Cameron, Milton N. Cikins, Margaret H. Daugherty, Frederick Koss, Herbert Miller, Albert T. Murphy, S. Paul Schilling, Henry J. Shawah, David L. Wilmarth; **Bowling Green State University**, Milan H. Cobble; **Bradley University**, Mark C. Paulson; **University of Bridgeport**, Austin G. Chapman, Jr., Alphonse J. Sherman; **Brooklyn College**, Filia Holtzman, Harry Malisoff; **Bryn Mawr College**, Joseph C. Sloane; **Butler University**, Howard G. Baetzhold, Nicholas M. Cripe, Helen Harlan, J. William Hepler, Wilma L. Wohler.

University of California, Elroy L. Bundy, William A. Nierenberg, Erman A. Pearson; **University of California (Davis)**, Harlan K. Pratt; **University of California (Los Angeles)**, Robert A. Ulstrom; **Canal Zone Junior College**, Kenneth W. Vinton; **Carnegie Institute of Technology**, Merton H. Miller; **Cedar Crest College**, Joanne Amspoker, Paul C. Harris, Jr., C. Jane Stegemann; **University of Chicago**, Richard L. Meier; **University of Cincinnati**, Nathan Gilbert, Milan R. Karas, Robert O. Payne; **Colorado Agricultural and Mechanical College**, Bruce B. Frye; **Colorado College**, Louis H. Huber, Earl A. Juhas; **Colorado Woman's College**, Virginia H. Herrmann; **Columbia College**, Andrew R. Eickhoff, John F. Marshall, Jr.; **Columbia University**, Henry Steele Commager, Walter E. C. George; **Concord College**, William R. Burnie; **Connecticut College**, Jean M. Leblon, Jane W. Torrey; **University of Connecticut**, Henry A. Bent, Arthur Chovnick, John J. Glynn, Harold M. Lucal, Elmer E. Osborne, Paul L. Putnam, Bernard C. Rosen, Herbert Tag; **University of Connecticut (Hartford)**, Michael Brotman, Harold N. Burt, Raymond Forer, Frances L. Hunter, Nathan Knobler, Donald K. Pease, Richard A. Rhodes II; **The Cooper Union**, Robert K. Bedell, Maurice Zarchen.

Dickinson College, William C. Kennedy; **Duquesne University**, Ralph C. Boettcher, Ida M. Collura, Magda De Spur, Edward T. Herbert, Helen M. Kleyle, Henry J. Lemmens, Cornelius S. McCarthy, Olga Manasterski, Thaddeus Mitana, A. Theodore Oliva, Theodora L. Pitts, David T. Staudt, Ray Stowitzky.

Emory University, John Haldi, George P. Torrence; **Evansville College**, Ollin J. Drennan, Marvin E. Hartig, Rosemary Mahon, Freda A. Martin, Robert C. Taylor, Edward H. Yates.

Fairleigh Dickinson College, Steele M. Kennedy; **Fairmont State College**, Robert L. Carroll; **Ferris Institute (College of Pharmacy)**, Andrew C. Lindblom; **Finch College**, Lydia Nadejona-Kzinken; **Fisk University**, Woodrow H. Jones, August Meier; **Florida Agricultural and Mechanical University**,

Maurice Y. Brown, Rebecca W. Steele; **Florida State University**, Franciszek Zachara; **University of Florida**, John S. Burge, Paul M. Downey, Richard Dresdner, George T. Harrell, Donald R. Howard, Elise C. Jones, William Moore, Wallace W. Prophet, Harold Ross; **Franklin and Marshall College**, John M. Cavanaugh, Daun W. Nesbit, Thurman E. Philoon, Richard F. Schier, Peter S. Seadle, Ralph A. Slepecky.

Georgetown College, Ralph L. Curry; **Georgetown University**, Ruth Hirsch; **Georgia Institute of Technology**, Sherman F. Dallas, Leonard Goldstein, Edward H. Loveland, Samuel J. Mantel, Jr., Henry Sharp, Jr.; **Georgia Teachers College**, George A. Rogers; **University of Georgia (Atlanta Division)**, Nell H. Trotter; **Gettysburg College**, Warren F. Robinson; **Grinnell College**, Roger W. Briggs; **Gustavus Adolphus College**, H. Milton Anderson, Ward D. Tanner, Jr.

Hampton Institute, Tamlin C. Antoine, Bobbie E. Jones, Bernard Mehl, Marlou Switten; **Harris Teachers College**, Evelyn C. Cox; **Haverford College**, Philip W. Bell; **University of Hawaii**, Lucie Bentley, Horace F. Clay, Earle Ernst, Orland S. Lefforge, Maybelle Roth, Henry B. Vasconcellos, Janet Weidenkopf; **Hiram College**, Margarete Koch; **Hofstra College**, Wydelle Martin; **University of Houston**, Ples C. Masten; **Hunter College**, Grace E. Albrecht, Florence B. Freedman, Dorothy C. Jensen.

Idaho State College, Forrest Christensen, Wayne Hoogestraat, Henry J. Hulvey; **University of Idaho**, Paul E. Coggins, David L. Evans, Edgar H. Grahm, J. Irving Jolley, Louis H. Leiter, Harold McIlvaine, Warren J. Wolfe; **Eastern Illinois State College**, F. Raymond McKenna, Samuel E. Pisaro, Elizabeth Wilson; **Illinois State Normal University**, Walter H. Friedhoff, William D. Popejoy, Wallace Ramsey, Candace Roell, J. Russell Steele; **Northern Illinois State Teachers College**, Helen R. Miller, Herbert F. Miller; **University of Illinois**, Joseph O. Alberts, Donald E. Brown, Allan G. Friederich, Eleanor G. Huzar, Charles Leonhard, Jack W. Peltason, Theodore B. Peterson, Jo Ann Wiles, Verna D. Wittrock; **University of Illinois (Navy Pier)**, Ferris B. Crum, Francis E. X. Dance, Marion V. J. Dembski, Mildred I. Finney, Donald D. Hedberg, Myron Matlaw, Eugene J. Mysiak, Richard S. Royster, Jane S. Strable, Bernadette M. Sullivan; **Indiana University**, John W. Cameron, David P. Dawson, Dwight H. Morris; **Iowa State Teachers College**, Laura K. Gilloley; **State University of Iowa**, Lester G. Benz.

Johns Hopkins University, Hilda Knobloch.

Kansas State College, Jess McF. Alexander; **Kansas State Teachers College (Pittsburg)**, Mary M. Roberts; **Kemper Military School**, Emmett M. Steele; **Kent State University**, Charles Carter, DeLores Case, John C. Durance, Catherine M. Geary, Martin O. Johnsen, Frank I. Lauterbur, Harold B. LeGrande, Edgar E. Louttit, Jack A. Loveridge, Arline Markussen, Frank A. Marschik, John J. Michaels, Nancy E. Miller, Delmar W. Olson, Eleanor M. Pudil, Doris E. Shields, Naomi Simms, Kathryn A. Smith, Martha Stewart, J. Keith Varney, Homer A. Weiner; **University of Kentucky**, Guy Whitehead; **Kenyon College**, Richard P. Longaker, Charles R. Ritcheson; **Knoxville College**, Lewis Smith.

Lamar State College of Technology, H. A. Barlow, William J. Conner, Norma S. Hall, J. D. Landes, H. A. Pelfrey, Richard W. Setzer; **Lehigh University**, Ray L. Armstrong, Harold Hendler, William H. Schempf; **LeMoyne College** (New York), William E. Harvey; **Lincoln University** (Missouri), J. Otis Erwin; **Los Angeles City College**, Meyer Krakowski, Stella Lovering, Emile Painton, Ralph J. Peterson; **Louisiana State University**, Raymond A. Miller, Jr.; **University of Louisville**, Michael E. Malone; **Lowell Technological Institute**, Lester H. Cushing.

Madison College, George Hicks, Helen M. Nance; **Marshall College**, Carl B. Miller; **University of Maryland**, Philip E. Arsenault, John P. Augelli, Thomas J. Aylward, Marie Boborykine, Frank A. Dolle, Jacob G. Franz, Christine Glass, Charles R. Hayleck, Jr., Louise S. Howarth, Daniel C. Hutton, Nancy J. Mearig, Paul A. Pumpian, Ida M. Robinson, Franklin R. Root, Philip Rovner, Fern D. Schneider, W. C. Schroeder, Phrixos Theodorides, John S. Toll, Bernhard R. Works; **Massachusetts Institute of Technology**, Thomas P. Rona; **Massachusetts State Teachers College** (Boston), Miriam Kallen; **Massachusetts State Teachers College** (Fitchburg), M. Elizabeth O'Connor, Catherine C. Weston; **Massachusetts State Teachers College** (Worcester), John P. Mockler; **Memphis State College**, Bruce B. Mason, Elizabeth C. Phillips, James W. Taylor; **Mercer University**, Audrey Needles; **Miami University**, Elizabeth H. Adams, Philip Bordinat, John H. Buckingham, Percy M. Mundell; **Central Michigan College of Education**, Emil R. Pfister; **Michigan State College**, Howard O. Brown; **Michigan State Normal College**, John E. McGill, Thomas O. Monahan; **University of Michigan**, Morris Axelrod, Fred M. Hendricks, Jr., Assya Humecky, John E. Milholland, Robert O. Schulze, Ihor Sevcenko, David R. Weimer, Karl F. Zeisler; **Middlebury College**, Marina Bourgeal, Robert M. Chute, Alan Gowans, John T. Griffin, Howard E. Woodin; **Millsaps College**, Robert E. Bergmark; **University of Minnesota**, Jacob E. Bearman, Frank T. Benson, Ralph F. Berdie, J. Morris Blair, Helen C. Brandhorst, George G. Chapin, David Cooperman, Morton Cronin, William W. Farquhar, Roxana R. Ford, Fred Gross, John W. Hall, H. P. Herbich, Joseph Jordan, Robert A. Kathein, Edward J. Meehan, David J. Merrell, Robert H. Miller, William Monat, E. Richard Nightingale, Jr., Gerald B. Ownbey, Alta Quello, Philip M. Raup, Sheldon C. Reed, Toma Riabokin, Isaac Rosenfeld, James J. Ryan, Miriam G. Scholl, Maude Shapiro, Philip Siegelman, Grover C. Stephens, Gordon I. Swanson, Franklin G. Wallace, Aldert van der Ziel; **Mississippi Southern College**, Carl C. Durkee, Ralph C. Staiger, Gloria Swegman; **Mississippi State College**, William M. Belote, Si Marchbanks; **Mississippi State College for Women**, Mary E. Stringer; **University of Mississippi**, Edward H. Hobbs; **Central Missouri State College**, Robert T. Gray; **Northwest Missouri State College**, Robert E. DuBey, Garland W. Fothergill, Edgar A. Smith; **Monmouth College**, Elaine Cray, Bernice Fox, John J. Ketterer, Alice M. Walker, Carol J. Widule; **Western Montana College of Education**, Helen Grilley; **Montana State University**, Agnes V. Boner, James W. Carroll, Walter V. T. Clark, Gene S.

Cox, George W. Cross, Kenyon B. De Greene, Don M. Drummond, Frederick A. Henningsen, Bernard Heringman, LeRoy W. Hinze, Helen Hollandsworth, Mark J. Jakobson, John P. Krier, Herbert R. Kroeker, Helen C. McLaury, John E. Moore, Edward Ohanian, Norman E. Taylor, Vernon C. Vogt, Thomas L. Waterbury, Robert M. Weidman, W. Ray Wight; **Monticello College**, Robert A. Norton; **Morehead State College**, Henrietta Avent, Sam J. Denney, Mary Range; **Mount Holyoke College**, Gerhard Loewenberg, Eleanor V. Wolfe; **Muhlenberg College**, Conrad W. Raker; **Muskingum College**, Anna M. Halvorson, Jennie E. Martin, Nina J. Meth.

University of Nebraska, Otto G. Hoiberg; **University of Nevada**, Maybell S. Eager; **University of New Hampshire**, Robert L. Garretson, Karl J. Moehl; **New Haven State Teachers College**, Norman S. Allen, Evann Middlebrooks, James W. Moore, Frederic D. Weinstein; **Eastern New Mexico University**, T. Geraldine Ebert; **New York City Community College of Applied Arts and Sciences**, Stanley M. Brodsky, Lawrence P. Greenberg.

State University of New York—Agricultural and Technical Institute at Alfred, Lauren Soule; **Harpur College**, Charles R. Dean, Jack Kaminsky; **Teachers College at Cortland**, James E. Counsilman, Martin L. Fausold.

New York University, Alfred Ellison, T. S. Ma, Bernhard V. Valentini; **Agricultural and Technical College of North Carolina**, William M. Banks, Edwin Goforth; **The Woman's College of the University of North Carolina**, Mary K. Williams; **North Dakota Agricultural College**, William E. Brentzel, Richard M. Clugston, Floyd H. Heckert, William Lucas, John E. McClelland, Robert H. Peterson, Jane M. Sand, Earl E. Stewart, Philip M. Strowman; **University of North Dakota**, Walter J. Bo, Ruth Burrage, James D. Cardy, Albert M. Cooley, Wayne V. Huebner, Teunis Vergeer; **Northeastern University**, Frank F. Lee; **Northwestern University**, Philip M. Faucett, Gordon W. Raleigh, Bernard Saper, William R. Stewart; **Norwich University**, Gilbert W. Calkins, William F. Cervenka, Elmer E. Haskins, Andrew Row, Eber A. Spencer, Jr.; **University of Notre Dame**, Walter B. Haaser.

Ohio State University, William D. Warren, Ilse Wilhelmi; **Ohio University**, Beverly Ferner, Catherine Nelson; **Ontario Agricultural College**, Emmanuel I. Sillman; **Oregon College of Education**, James Curtin, Arthur H. Glogau, Mildred O. Kane, Violet D. McFarland, Robert L. Mulder, Margaret Perry, Dora E. Scott, Dorothy E. Stolp; **Oregon State College**, Marvin C. Dubbé, Edward R. Mitchell, Milosh Popovich; **University of Oregon**, Gordon W. Ballmer, Bernd Crasemann, Eugene Evonuk, Warren R. Fleming, Patricia M. Gathercole, James B. Hall, David L. Jameson, Elwood A. Kretsinger, Roy C. McCall, Thomas E. Marshall, Miles C. Romney, Charles F. Ruff, Adolph A. Sandin, D. Glenn Starlin.

Pace College, Arthur J. Aronson, Joseph J. Miranne, Jr.; **College of the Pacific**, William J. Darden; **Pembroke State College**, Louis Marder, George W. Polhemus; **Pennsylvania State University**, Richard P. Barthol, John L. Brown, Jr., John F. Corso, Edwin W. Gamble, Jr., Gerald K. Gillan, Emerson Grindall, Harry K. Hutton, Kathleen A. Johnston, Tarig B. Khammash, Milton S. Osborne, John G. Seeley, Paul E. Shields, Lydia Tarrant, Francis L.

Whaley, Charles E. Woodring, Richard Zindler; **University of Pennsylvania**, Everett S. Lee; **University of Pittsburgh**, William M. Benesch, Hugh G. Cleland, Christopher Dean, Sydney A. Kneebone, Jerome L. Rosenberg; **Prairie View Agricultural and Mechanical College**, Mattie A. Thomson; **Pratt Institute**, Khosrov Ajootian, Daniel Aspis, Walter Civardi, Pauline Pfeifer, Gerald Popiel, Morris Zeitlin; **Polytechnic Institute of Puerto Rico**, Ruth M. Fautot; **University of Puerto Rico**, William Sinz; **College of Puget Sound**, Gordon W. Bertram; **Purdue University**, Anna M. Akeley, Frederick J. Bogardus, James A. Huston, K. LeRoi Nelson, Fred W. Stemler, John S. Tuckey.

Queens College (New York), Albert Angrilli, Lillian Feder, Tage S. K. Johansson, O. Bernard Leibman, Carl Sternberg; **Quinnipiac College**, Tufie Maroon.

Randolph-Macon Woman's College, Franklin F. Flint, Harold V. Gould; **Reed College**, Arthur H. Livermore; **Regis College (Massachusetts)**, Frances M. Kinsellar; **Rensselaer Polytechnic Institute**, Robert M. Whitmer; **University of Rhode Island**, Kerwin E. Hyland, Jr.; **Rutgers University**, Stanley H. Friedelbaum.

Sacramento State College, Frank B. Jones; **St. Joseph College (Connecticut)**, Catherine Frank; **St. Michael's College**, Robert J. Raitt; **St. Olaf College**, Walter H. Draper; **St. Peter's College**, Jerome H. Gruszczyk; **San Antonio College**, Leo S. Duke, John O. Gibson, Jr., John N. Igo, Jr., Maria M. Kossaczky, Lois G. Morrison, Jean Taylor, Amy E. Thompson; **San Jose State College**, Ward Rasmus; **Shenandoah College**, William J. Skeat; **Simpson College**, Donald S. Barnhart, Donald H. Koontz, David G. Mobberley; **Skidmore College**, Gladys M. Brownell, Barrie B. Greenbie, Charles G. Hill, Joyce A. Johnston, Charles Rallides, Lester H. Rosenthal; **Smith College**, Clifford R. Bragdon; **University of South Carolina**, John M. Batcheller; **South Dakota State College**, Edward J. Williamson; **University of South Dakota**, Joseph McCully, Howard M. Thomas; **University of Southern California**, Tze-Tuan Chen, Harold W. Horowitz; **Southern Methodist University**, David F. C. Coldwell, A. Eugene Ellsworth, Norman L. Jacobs, Charles H. Vivian; **Southern State College**, Elton Amburn, Paul M. Gray, Robert W. Kaebnick, J. H. Ray, Ermis A. Thompson; **Springfield College**, Elena M. Sliepecevic; **Stanford University**, Jack J. Kraushaar; **Stout Institute**, Raymond L. Cornwell; **Sullins College**, Richard R. Renner; **Susquehanna University**, Philip C. Bossart; **Swarthmore College**, George J. Becker, Paul H. Beik, Hilde D. Cohn, John D. McCrumm, Hedley H. Rhys, Willis D. Weatherford, Stephen E. Whicher; **Sweet Briar College**, Iren Marik; **Syracuse University**, Raymond J. Cafer, Jean Carlson, Arthur H. Faulds, John J. Hennigan, Jr., Edmund L. Kaminsky, Frederick G. Switzer.

Temple University, Anne M. Edlmann; **Tennessee Agricultural and Industrial State University**, Lucille W. Jones; **University of Tennessee**, Myra L. Bishop, Leo A. Loubere, Bonnie B. McDonald; **Texas Lutheran College**, Glenn D. Downing; **Texas Southern University**, Ray F. Wilson; **North Texas State College**, Raymond L. Britton, Bess M. Townsend, John R. Wier, Jr.;

Texas State College for Women, Evelyn K. Dillon, William H. Leue; University of Texas, Joseph J. Annese, Joseph Cohen, Ronald Farmer, Warner E. Mills, Jr.; University of Toledo, Murray W. Stahl; Trinity College (Connecticut), Paul D. Park; Trinity College (Washington, D. C.), Ilona E. Ellinger, Christiane S. Mendousse, Marian L. Pierce, Mary C. Varnhorn, Marcelle J. Von Mayer; Trinity University, Barbara Vance; Tulane University of Louisiana, Murray M. Gilkeson, Jr., Joseph P. Roppolo, K. H. Silvert, Dick Taylor, Jr.

Union College and University, Donald W. Boyd; U. S. Naval Postgraduate School, Jacob B. Wickham; Upper Iowa University, Helen J. Monserud; Upsala College, Earl S. Dossey, Jr.; Utah State Agricultural College, Elmore A. Martin, Jr.

Vanderbilt University, Charles F. Delzell; Vassar College, Joan Gordon; Villanova University, Frederick M. Burgess, George J. Chorba, William J. Costello, Francis E. Holahan, John T. Macartney, Edward J. Monahan, Fritz Nova, Thomas J. O'Toole, John S. Phillipson, Arthur C. Pulling, Saul S. Sands; Virginia Polytechnic Institute, L. Mahlon Harrell, M. Hervey Sharpe, Calvin W. Tooles; University of Virginia, Malcolm B. McCoy, John A. Walker; University of Virginia (Mary Washington College), Thomas M. Stritch.

Wagner Lutheran College, Charles W. Kegley, Vincenza A. Mattiace; Washburn University of Topeka, William M. Miller, Donald C. Wright; Central Washington College of Education, Lois Hammill; Western Washington College of Education, Ruth Weythman; Washington and Jefferson College, Donald R. Dawson, Louis Eisenhauer, Robert L. Harder, Edwin G. Pierce, Richard T. Stavig; State College of Washington, Paul A. Clement; Washington University, Fred G. Becker; University of Washington, Martin Ekse, T. Lloyd Fletcher, Else Geissmar, Robert W. Johannsen, John H. Manley; Wayne University, Bertram Donn, Alva A. Gay, Raymond J. Murphy; West Liberty State College, John H. Gilbert, Noble L. Jones; Western Maryland College, E. Robert Adkins, Edward M. Arnett, Bernard J. DeCourcy; Western Reserve University, Joseph W. Eaton, Donald L. Grant, Henry J. Kurth, Genevieve Miller, Emma K. Plank; Westminster College (Pennsylvania), Olive R. Hewitt; Whittier College, Richard Spangler; Wilkes College, Hoh-cheung Mui; College of William and Mary, William E. Walker; College of William and Mary (Norfolk), R. Finney Markham; Wisconsin State College (Whitewater), Kathryn E. Utz; University of Wisconsin, Albert R. Dawe, Agnes A. Jones; Wofford College, James C. Loftin, Virgil S. Ward; College of Wooster, Warren D. Anderson, Robert M. Crowell, Melcher P. Fobes, William H. Gass, John P. Hendrickson, William R. McGraw, Charles B. Moke.

Yale University, John O. Corliss.

Junior

Polytechnic Institute of Brooklyn, Ephraim Segerman; University of California, Philip A. Klein; Denison University, E. A. Vastyan; Illinois State

Normal University, Wilma Isenberger, Barbara L. Sprayberry; **Iowa State College**, Charles B. Grosch, Newton B. Smith; **Kent State University**, Alyce Carter; **University of Maryland**, Nancy J. Zeleny; **University of Missouri**, Faye E. Doenges, Harold Johnson; **Monterey Peninsula College**, Charles Bleefield; **Syracuse University**, Stuart Blumberg, Amy R. Goldberg; **Union Theological Seminary**, Phillips P. Moulton; **Not in Accredited Institutional Connection**, Jack W. Geniesse (Graduate work, University of Michigan), Miles City, Montana; W. William Toulouse (Graduate work, University of Pittsburgh), Beverly, Massachusetts; Harold Massey, (Ed.D., University of Missouri), Goodwell, Oklahoma; Ralph Subotnik (M.A., Kent State University), Kent, Ohio.

Elections to Membership

The Committee on Admission of Members announces the election to membership in the Association of 1271 Active and 43 Junior Members as follows:

Active

Adams State College, Helen R. Connor, Merle W. Milligan, Norma L. Peterson, Richard N. Pollard; **Adelphi College**, Doris Enright-Clark, Hilde Faust, John Gulick, Anita R. Marko, Clara L. Van de Wall, Donald A. Wolf; **Agricultural, Mechanical and Normal College**, Bessie C. Taylor, Paul L. Taylor; **University of Akron**, Gilbert C. H. Chang, Malcolm J. Dashiell, Gwendolyn L. Hilbish, Rollin M. Patton, Bernard Weiner; **Air University**, John W. Mitchell; **Alabama Polytechnic Institute**, Lester M. Hirsch, Charles W. McArthur, Jack May, Robert G. Rishnger; **University of Alabama**, Henry C. Bush, Leonard L. Ross, Manfred C. Vernon; **University of Alberta**, Ernest Reinhold; **Albion College**, Darrell H. Pollard; **Alcorn Agricultural and Mechanical College**, Robert W. Hunter; **Alfred University**, Theodore E. Klitzke, Daniel Rhodes; **Allegheny College**, W. Hawley Cooper, Valeta Hershberger, Philip P. Robbins, Joseph J. Zasloff; **Allen University**, Henderson S. Davis; **American International College**, Leo J. Parente, Nicholas Russo; **Antioch College**, Judson B. Jerome, Oliver S. Loud; **Appalachian State Teachers College**, Edwin S. Dougherty; **Arizona State College (Tempe)**, Walter R. Tulecke; **University of Arizona**, Alice V. Gibbs, Robert M. Harris, Charles R. Hausenbauer, Richard A. Kidwell, John W. Leonard, Patrick J. McCarthy, Jr., Gerald M. McNiece, Ben C. Markland, Cecil Robinson, Wesley K. Ruff, Oliver F. Sigworth, Jay E. Treat, Jr.; **University of Arkansas (Medical School)**, Frances Shively; **Army Language School**, Svend A. J. Boldt, Richard T. C. Chen.

Baldwin-Wallace College, Alberta Tangretti; **Ball State Teachers College**, Beverly L. Aldrich, George Manolakes; **Bard College**, Warren Carrier, Emil Hauser, Theodore Hoffman; **Bates College**, C. James Herrick, John Tagliabue; **Baylor University**, Walter Stout; **Bennett College**, Walburga von Raffler;

Berea College, Joseph Firszt, William Lazaruk, Daniel L. Spencer; **Bethany College (West Virginia)**, Lester G. McAllister; **Blackburn College**, Kenneth F. Itschner, Charlotte Rose; **Bluefield State College**, LeRoy B. Allen; **Boston University**, Sidney J. Black, Rita F. Buffett, Marvin W. Herrick, Arthur E. Jenner; **Bowdoin College**, Charles E. Huntington, Ira Reiss, Richard L. Schoenwald; **Bowling Green State University**, John W. Darr; **Brandeis University**, James L. Cole; **Brigham Young University**, Joseph J. Keeler; **Brooklyn College**, Helen Hafner, Irma Schalk, Louis Schoffman; **Polytechnic Institute of Brooklyn**, Hellmut J. Juretschke, Gerald Oster; **University of Buffalo**, Harry E. Flynn; **Butler University**, Hazel Stratton.

California Institute of Technology, Max Delbruck, Alfred C. Ingersoll, Vito A. Vanoni; **University of California**, Max Alfert, G. Arnold Chapman, Kenneth B. DeOme, Albert L. Hale, Duncan MacRae, Jr.; **University of California (Los Angeles)**, Clement W. Meighan, Richard E. Ottoman; **University of California (Santa Barbara)**, Gordon E. Baker, John Gillespie, Ernest D. Michael, Jr.; **Carnegie Institute of Technology**, George W. Hinman, James G. March; **Carroll College (Wisconsin)**, Roy J. Christoph, Gordon R. Folsom, Willis Guthrie, Benjamin F. Richason, Jr.; **Carthage College**, Milton A. Kiesow, James Mausest, Erich H. Olson; **Catholic University of America**, Marius Bewley, Margaret E. McGee; **Centenary College of Louisiana**, Wilfred L. Guerin, Jr.; **Central College (Iowa)**, Mina Baker, Arthur J. Bennink, Maurice Birdsall, Mary L. Breid, Donald T. Butler, Alice M. Carlson, Elna Grimjes, Laurence Grooters, Maxine Huffman, Leonida Jurgens, Marinus J. Kregel, Robert E. Smith, Marvin S. Thostenson, Richard A. Tysseling, Jack C. Wilson; **Central College (Missouri)**, Opal L. Hayes; **Central State College (Ohio)**, Robert J. Anthony, Bryant Crawford, Jr., Evylon C. H. Crawford, Gertrude Engel, Lillian W. Foster, Jean P. Hubbard, Marcus H. Ray, Anna Terry; **Chicago Teachers College**, John W. Emerson; **University of Chicago**, Irvin Isenberg, Joe Kamiya, Stanley E. Lindquist, Irving E. Segal, Alan Simpson; **University of Cincinnati**, Mary E. Wolverson; **The City College**, Clifford A. Josephson, Isaiah Rochlin; **Clarkson College of Technology**, Milton Kerker, Harry W. Paige; **Coe College**, Willard E. Arnett, Harold Babb, Bernard R. Bluestein, Dorothy Bochmann, Clarence Jung, C. Merrill Murray, Albert J. Schmidt, James C. Y. Shen; **Colorado Agricultural and Mechanical College**, Donal D. Johnson; **Colorado College**, Peter L. Besag, Neale R. Reinitz, Albert Seay, Fred A. Sondermann; **Colorado State College of Education**, John E. Chadwick, Harley F. Glidden, Ramon P. Heimerl, Leslie D. Lindou, Alberta E. Reitze, Arthur F. Zimmerman; **University of Colorado**, Aileen B. Berthiaume; **Columbia University**, Jack H. Beeson, Arnett A. Elliott, Mitchell I. Ginsberg, Harry Grundfest, William E. Harkins, Manson Van B. Jennings, Leonard Strauss; **Concord College**, Arnold W. Bradburd; **Connecticut College**, Konrad F. Bieber, Henry C. Galant, Mackie L. Jarrell, Bruce B. Klee, Vernon G. Smith; **University of Connecticut**, Leon A. Gottfried; **East Contra Costa Junior College**, Robert S. Hodgman; **West Contra Costa Junior College**, Douglas Connelly; **The Cooper Union**, Donald A. Lyon; **Cornell College**,

James L. Evenson, Elfrieda Frank, Edwin W. King, Alberta E. Lee, Geneva Meers, Dorothy J. Newbury, Stuart Northam, Carl E. Paak, Isaac E. Reid, Jr., Janet St. Clair, Walter F. Stromer; **Cornell University**, Harry G. Henn, Stephen A. McCarthy; **Creighton University**, Elizabeth A. Ricker; **Culver-Stockton College**, Richard B. Mease.

Dartmouth College, Fred Berthold, Jr., Abraham Holtzman; **Davidson College**, Erwin C. Buell, J. D. Corriher, Philip Gehring, George Labban, Jr., Pedro N. Trakas; **University of Delaware**, Edward H. Rosenberry; **Denison University**, John A. Barlow, Cleveland J. Bradner, Jr., James R. Elliott, Charles E. Graham, Arnold Grudin, Theophilus S. Lynch, Kenneth B. Marshall, Burdette C. Poland, Donald M. Valdes, Elizabeth C. Van Horn; **De Paul University**, John F. Byrne; **DePauw University**, John J. Baughman, Robert S. Eccles, Hubert L. Hunzeker, John J. Morton, Jr., Morris Wachs; **Dickinson College**, Harold A. Cahn, Hallett B. Hammatt, James C. Hinkle, Herbert G. Kenagy, Frederic W. Ness, Harverd L. Nevenzel, F. Robert Shoaf, B. David Trease; **Drake University**, Wallace F. Green, Paul A. Meglitsch, Lawrence K. Northwood; **University of Dubuque**, Elsa M. Logan, R. W. Sandven, Robert J. Smith, Edward J. Thorne; **Duke University**, Lewis E. Anderson, Howard M. Ausherman, Helen Bevington, Roger C. Buck, Romane Clark, Ruth B. Eddy, Richard B. Grant, Irving B. Holley, Jr., Frances Holton, Wayland E. Hull, Ann M. Jacobansky, Edward E. Jones, Harry I. Kalish, Ruth M. Koch, William R. Krigbaum, William Mulder, John B. Oliver, Edmund F. Perry, James L. Price, Jr., Muriel I. Sandeen, James H. Semans, Melvin G. Shimm, Allan P. Sindler, William R. Smythe, Jr., William K. Stars, Paul C. Stottlemeyer, Donald W. Strasburg, Joseph M. Thomas, Luella J. Uhrhane, Vernon E. Way.

Emory University, Melvin Hess, Arthur L. Underwood, Jr.

Fairleigh Dickinson College, Anthony Alessandrini, Autoinette M. Anastasia, Bernard E. Budish, Lester S. Fein, Doris S. Field, Julius Frank, Robert W. Frederick, Jr., Walter H. Freeman, Achilles J. Grassano, Richard W. Holub, Kenneth M. MacKenzie, Marion K. Mabey, Winifred Minor, F. J. Morrow, Bogdan Raditsa, Alice R. Rines, Harry W. Sandhusen, Jr., John L. Zimka; **Fayetteville State Teachers College**, H. Madison Eldridge; **Finch College**, Alice Langellier; **Findlay College**, Richard J. Foster, Ivan E. Frick, Albert Gminder, John A. Schmitt, Jr.; **Fisk University**, Augustus C. Blanks, Nathan W. Riser; **Florida Agricultural and Mechanical University**, Henry E. Cobb, George H. Greene, Lee H. Pennington, Alonzo T. Stephens; **Florida State University**, Jane K. Bell, Mary K. Bloetjes, Ernest W. Cason, John W. Griffin, John L. Haer, David L. Levine, Robert McGinnis, Robert N. Thompson; **University of Florida**, Leslie R. C. Agnew, Evelyn M. Babb, Wayne H. Chen, George C. Langford, Jr., John Parke, Edward C. Williamson; **Fordham University (Manhattan Division)**, Silvan A. Tesoriere; **Fresno State College**, Gwendolin B. Cobb, Joseph J. Fortier, Wayne L. McComas, Richard Peltz, William G. Vandenburg; **Furman University**, Joe M. King.

Geneva College, Leslie D. Fallon; **George Peabody College for Teachers**, Robert E. Bays; **George Pepperdine College**, Margaret A. McGee, Thomas E.

Parker; **George Washington University**, George Abraham; **Georgetown College**, Mary E. Wharton; **Middle Georgia College**, Hayes Ellen Willham; **North Georgia College**, Lambuth R. Towson; **Medical College of Georgia**, Robert B. Greenblatt; **University of Georgia (Atlanta Division)**, Thurman E. Smotherman.

Hahnemann Medical College, William A. Reishtein; **Hamilton College**, Gregory J. Batt, Nicolas J. Gerold, Donald M. Jones, Eugene M. Long, Herbert S. Long, Marcel I. Moraud, Channing B. Richardson, William J. Tomik; **Hampton Institute**, Philip S. Campbell, Leonard V. Cherry, William Kearney, Howard V. Young, Jr.; **Hanover College**, Richard F. Grabau; **Hartwick College**, Harold L. Gray; **Harvard University**, Kingman Brewster, Jr., Avram Goldstein, Carl Kaysen; **University of Hawaii**, Mary L. Bartow, Elsie Boatman, Helen I. Douty, Katherine B. Gruelle, David F. Guillaume, Dortha J. Kilgore, Mary M. Murai, Kathryn J. Orr, Paul J. Scheuer; **Hobart and William Smith Colleges**, Jack J. Boenninghofen, Willard F. Crakes, John R. Farnsworth, Louis H. Feldman, Melvin Hill, Janet Lutz; **Hofstra College**, Henry W. Ford, Otto Krash; **College of the Holy Cross**, William A. Campbell, George W. Green; **Hood College**, F. Carolyn Balch, Janet E. Bute, Barbara Hall, Marguerite Roston, Charlotte P. Smith; **Hope College**, Paul G. Fried; **University of Houston**, John Love; **Howard College**, Harry E. Dickinson; **Hunter College**, Muriel Bowden, Michael M. Fleischer, Richard J. Geehern, Louis Hallgring, Jr., Donald J. Harvey, Mildred C. Kuner, Joseph D. Santora, Rachel D. Wilkinson.

Idaho State College, J. Duane Dudley, Grant R. Gaines; **University of Idaho**, Guy R. Anderson, William H. Baker, Ray M. Berry, Joseph L. Vlotner, Earl F. Cook, Melvin W. Farley, Lawrence A. Golding, John A. Green, Eldon S. Hendriksen, Duane LeTourneau, Paul E. Livermore, Hall M. Macklin, Elton Rayack, Roger Rohlf, Hervon L. Snider, Delbert J. Walker; **Illinois College**, Severyn T. Bruyn; **Eastern Illinois State College**, Maurice H. Stump; **Northern Illinois State Teachers College**, J. Frances Huey, Alda von Ohlen Weedman; **Southern Illinois University**, Esther Bennett, Frank J. Bietto, Royce R. Bryant, Robert T. Harris, B. Elizabeth McKay, Ferris S. Randall, Grace G. Spencer; **University of Illinois**, Jack S. Baker, Josef Cohen, Jerry S. Dobrovolny, Richard L. Gandt, Robert I. Hulsizer, Herbert S. Zim; **University of Illinois (Navy Pier)**, Winifred V. Berglund, Mary Gallagher, Sidney F. Glassman, Rosamond McMillan, Nelda McQuate, Constance Nicholas, Velva J. Osborn, Matthew L. Rigler, Charles N. Spirakis, James B. Stronks; **Indiana University**, Sylvia E. Bowman; **Iowa State College**, Richard B. Hull, Frode Lind, Wendell D. Lindstrom, David E. Metzler, Alfred Reifman, Donald E. Sanderson, George Stanford; **Iowa State Teachers College**, Herman L. Nelson; **State University of Iowa**, Albert C. Book, William Lampard, Fritz Rohrlrich, Charles D. Smock; **Iowa Wesleyan College**, Wynona S. Garretson, Marian Hemmings, F. A. Laxamana, D. D. Millsaugh, George E. Pingle, Fred B. Vacha, Melvin J. Widman.

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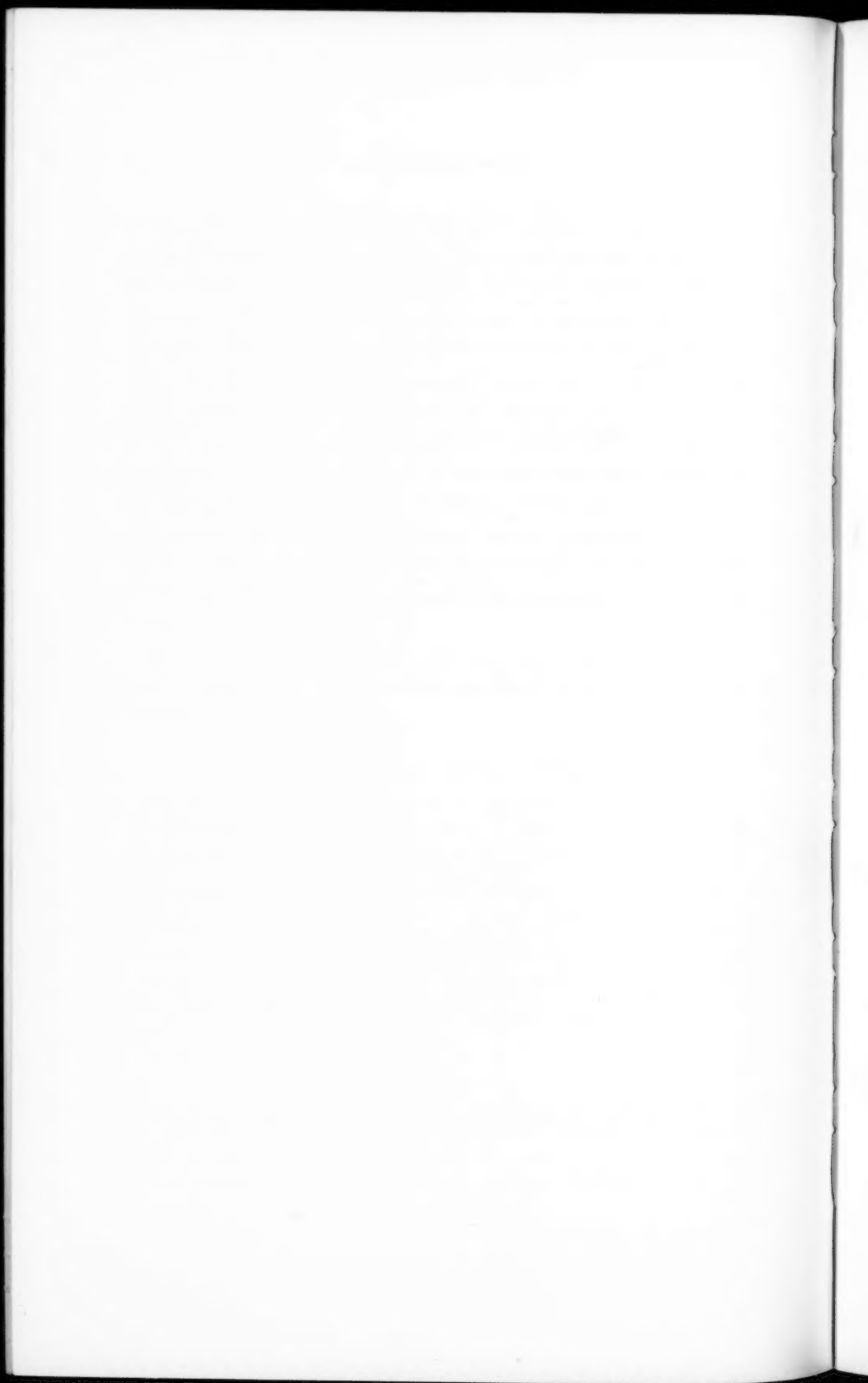
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Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

Letters in response to announcements published under key numbers should be sent to the Association's central office for forwarding to the persons concerned. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported

Marketing, Sales, Market Research, Importing and Exporting: Ph.D. or equivalent; rank probably not less than assistant professor; college teaching experience required; salary about \$5000; northeastern university. Appointment for fall, 1954. V 1332

Mathematics, Physics, and Chemistry: Teacher with advanced degree for freshman courses in any two of these three fields. Apply to Dr. Karl Schwing, Upsala College, East Orange, N. J.

Mechanics: Instructor, to teach undergraduate courses in statics, dynamics, strength of materials, fluid mechanics, and to engage in research if available, beginning September, 1954. Opportunity to work toward advanced degree. Salary for nine months, \$3500 to \$4000, depending on qualifications. Salary may be augmented by summer teaching. Location: Chicago. A 1333

Physics: Man, to be instructor, assistant professor, or associate professor in state college. Must have at least Master's degree. Send full particulars in first letter, including small photo and several references. Salary range between \$4200 and \$5000, for nine months. Could lead to permanent post if mutually satisfactory. V 1334

Psychology and Education: Midwestern college, man 30-45, M.A. standing or better, Protestant, public school teaching experience very valuable, graduate work in psychology and/or education. Salary proportional to qualifications. V 1335

UNESCO has been requested for assistance in recruiting suitable candidates for the following professorships (teaching in English unless otherwise indicated):

BURMA: Agronomic and Soil Chemistry, Plant Breeding and Pathology, Agronomic Entomology, Hydro-biology, Adviser on Agronomic Research. *Agronomic Research and Teaching Institute, Rangoon.*

Anatomy, Physiology, Pharmacology, Pathology. *Medical School, University of Rangoon.*

Engineering (Electrical, Civil, Mechanical). *University of Rangoon.*

ECUADOR: Education, French (prefer woman interested in student theatrical, literary, etc., activities). Teaching in Spanish. *University of Guayaquil*.
Director of Astronomic Observatory. Teaching in Spanish. *Univeristy of Quito*.

EGYPT: Dental Prosthetics. *University of Alexandria*.
Sociology. *Univeristy of Cairo*.

INDIA: Economics, Engineering (Civil, Mechanical, Electrical). *Univeristy of Annamalai*.

French and Russian. *Madhya Bharat University, Indore*.

INDONESIA: Bacteriology, Biology, Physiology, Radiology, Pediatrics, and other medical and technologic subjects. *Univeristy of Jakarata*, Bangor and Surabaya.

IRAQ: Anatomy, Physiology, Pathology, Public Health, Surgery, Internal Medicine. *Royal College of Medicine, Baghdad*.

LIBERIA: Mathematics, Physics, Chemistry, Biology. *University of Monrovia*.
Biology, for two colleges of secondary school level.

PAKISTAN: Mathematics, Philosophy, Psychology, Islamic Learning, Political Science and International Affairs, English, Urdu. *Univeristy of Karachi*.
Chemistry and Physics. *Univeristy of Peshawar*.

Assistant Registrar. *University of Rajshahi, East Bengal*.

TURKEY: Mathematics. Teaching in German, English, or French. *Univeristy of Ankara*. Meteorology, Geology, Electro-technics, Hydraulics, Roads and Communications, Construction and Building Materials. Teaching in German, English, or French. *Technical University of Istanbul*.

URUGUAY: Construction of Buildings. Teaching in Spanish. *University of Montevideo*.

VENEZUELA: Roads and Communications, Hydraulics, Building Material, and Soils. Teaching in Spanish. *University of Merida*.

Persons interested are invited to write for details to, or apply through, the Exchange of Persons Program of UNESCO, 19 Avenue Kléber, Paris 16e, France.

The following vacancies exist at Technion, Israel Institute of Technology, in Haifa, Israel:

Professors of Hydraulic and/or Sanitary Engineering, of Mechanical Engineering, and of Electrical Engineering; Associate Professors of Electrical Power Engineering, of Chemistry (Physical Organic); Professor and Associate Professor or Senior Lecturer in Metallurgy.

Candidates must have high professional and academic qualifications and faith in the progress of Israel. Further details can be obtained from the Technical Director, American Technion Society, 1000 Fifth Avenue, New York 28, N. Y.

Teachers Available

Accounting: Man, 43, married, 2 children. Expect Ph.D. in accounting this summer. 8 years' experience teaching accounting in university. Previous experience in industrial accounting. Member National Honorary Accounting Fraternity, N.A.C.A., and A.A.U.P. Protestant. Available in autumn of 1954.
A 4709

Accounting and Management, or Administrative position in accredited college or university with high scholastic standards: Wide and diversified business and college teaching background; A.B., M.A., R.A.; extensive travel; respecter of high standards. No preference as regards location.
A 4710

Administration: Man, 43, married, 1 child, Ph.D., Cornell. 10 years as economist with considerable administrative experience in Department of State, Library of Congress, and currently Air Force. 12 years' university teaching, Romance

- languages. Desirous of returning to academic field primarily in administrative capacity. Book, articles, and reviews published and book in preparation. Extensive study and travel in Europe. Available autumn, 1954. A 4711
- Administration—Dean: Man, 45, married, 3 children, Ph.D. Total of 18 years' experience in both liberal arts and teachers colleges, 8 years' experience as division head, member of American Association of University Professors, Music Educators National Conference, National Collegiate Players, Society of Vertebrate Paleontology, Music Teachers National Association; offices held in other professional societies; publications, public speaker, private pilot's license; desire opportunity at administrative level to utilize interest and experience in widespread academic fields. A 4712
- Administration—Dean of Student Personnel Services: Man, 36, married, 2 children, Ed.D.; total of 8 years' experience in liberal arts and teachers colleges; former Dean of Men and Associate Professor of Educational Psychology; trained and experienced teacher in general biology, educational psychology, principles of guidance, and family life education. Available June, 1954. A 4713
- Administration, English, Speech, Communication: Man, 41, married, 2 children; B.A., M.A., and Ph.D. 18 years of college and university teaching, 3 as chairman; published articles, both scholarly and descriptive of course and departmental organization; elective offices in local and national professional societies. Desire position as director of communication or director of freshman English in a university or larger college, or as division or department chairman in a smaller institution. Excellent, complete credentials available on request. Available summer or fall, 1954. A 4715
- Agricultural Education, History of Vocational Education, Elementary, Secondary, and Adult Education: Man, 36, married, 1 child. Experience: 5 years; elementary, secondary, and adult. B.S. in agricultural education, M.S. in biological science, Ed.D. in education. Member professional groups, P.D.K., C.T.A. Publications. Available immediately. A 4716
- Anthropology and Sociology: Man, 37, married, 2 children. M.A. and Ph.D. in sociology and anthropology. 6 years' teaching and research experience. Some administrative experience. Publications; other research in progress. Have taught general and cultural anthropology, physical anthropology (introductory), sociology, social research methods, social problems, criminology, development of social thought. Some archeological field and museum experience. Desire teaching, research, or department administration at college or university in West. Available fall, 1954. Full credentials. A 4717
- Art: Man, married. B.S. in education; M.A. and 4 years of professional art school training. 17 years of teaching and administrative experience, including the past 13 years' directing and teaching graduate and undergraduate art courses in Fine Art, advertising and editorial art, art education, and art history. Present position: Professor and Head of Department. Listed in *Who's Who in America*. Interested in a teaching and/or administrative position. Can be available in August or September, 1954. A 4718
- Art, Ceramics: Man, 31, married, 1 child. 3 years' experience teaching university level. B.S. Ed., Massachusetts School of Art; M.A., Columbia; Alfred University. Have taught pottery, sculpture, and 3 dimensional design-developing courses for freshmen. Knowledge of wood and metal construction and furniture design. Pottery and sculpture exhibited nationally. Desire position in university, college, or art school; Eastern location. Available September, 1954. A 4719
- Art, Education, and Industrial Arts: Man, 40, married. B.S., M.A., Ed.D. to be conferred in August, 1954. Kappa Pi, Phi Delta Kappa, Kappa Delta Pi, Epsilon Pi Tau, A.I.A.A., A.C.I.A.T.E. 5 years' college teaching experience in Fine Arts, 2 years Industrial Arts; 2 years' public school teaching in commercial art; 10 years in field as artist, art director, portrait painter, and designer; Fine

Art one man exhibitions in the United States, Central America, and Europe; prefer a warm climate. Available September, 1954. A 4720

Botanist, Biologist: Man, 35. Ph.D., leading Eastern university. Presently employed in state university; desire opportunity for research and teaching at full college level. College and junior college experience. 1952-53 Fulbright professor in Near East. Many professional papers. Experienced teaching: plant physiology, genetics, botany, bacteriology, laboratory technique. Translator for *Biological Abstracts*. Prefer South or West. Available July or September, 1954. A 4721

Bulgarian Language, History of Bulgarian Literature, Russian, German: Man, 50, married, 3 children. Studied Slavic, Germanic philology, philosophy, at the University of Sofia and Berlin; speak Bulgarian, Russian, German, English; experienced instructor of languages, interpreter, translator, proofreader, typist; formerly: interpreter of the American Consulate General, Munich, Germany, instructor of German at YWCA, Pittsburgh, Pennsylvania, instructor of Bulgarian at the Army Language School, Presidio of Monterey, California; took an active part in composing the Bulgarian textbook for ALS. Member of the American Association of University Professors, good references, looking for teaching and/or research position. A 4722

Business Administration: Man, 32, married. A.B., vice-president of major advertising agency. Teacher's license. Heavy diversified experience. Seek opportunity to teach advertising, merchandising, marketing, or business courses. Published articles. Lectures. Excellent references. Available summer or fall, 1954. A 4723

Business Administration: Woman with 100 graduate hours in mathematics, education, and business administration; desire position in a department of business administration, or in a mathematics department teaching statistics, mathematics of finance and accounting, and basic business mathematics. 15 years of college experience. Can furnish excellent references. A 4724

Chemistry: Man, 32, married. Ph.D., University of Missouri; M.A., Washington University. Sigma Xi. 2 years' college teaching experience. Desire teaching position with research facilities. Especially interested in teaching beginning, analytical, and colloid chemistry. Available September, 1954. A 4725

Counselling in personal and family problems, also vocational guidance. See Social Ethics, Key Number A 4781.

Dance: Woman, 32. M.A. in dance; B.S. in physical education and health, New York University. Additional studies in dance technique at the Martha Graham and Ballet Arts Studios and in dance composition with Louis Horst. 6 years' teaching experience on the college level and 2 years in the public schools. Available in the summer and the fall, 1954. A 4726

Dean for College of Arts and Sciences or School of Engineering: Ph.D., early forties, many years as Chairman, Department of Physics; author, researcher, professor. Seeking improvement. Affable, good public relations man, desirous of serving where serious need exists for man of buoyant spirit. Available in September, 1954 or during summer. Versatile, literary, foreign languages, excellent health. A 4727

Economics and Business Administration: Man, 37, married, Ph.D. dissertation in final revision. Broad academic background; 10 years' teaching experience; economic theory (elementary and advanced), money and banking, business cycles, labor economics, statistics, public finance and government control of business, corporation finance and transportation. At present engaged in research; prefer full-time teaching. Available June or September, 1954. A 4728

Economics and Business Administration: Man, 42, married, Ph.D. Broad academic and nonacademic experience. Desire department headship (or other suitably responsible position) in good college preferably, but not necessarily, in Midwest or South. Available in summer or autumn of 1954. A 4729

Education: Man, 32, family, Ed.D. Interested in summer work in special education, educational psychology, speech and reading problems. 8 years of experience, including public schools, state department of education, and 3 years at university level. Publications, professional memberships, and excellent references. A 4730

Education and Psychology: Woman, 42. Present rank, assistant professor. M.A., with some credits toward doctorate. 9 years' university and college teaching experience. Several years in public schools, private tutoring, and business. Broad experience in guidance, remedial instruction, and supervision of student teachers. Qualified to teach all courses in education and psychology. Now engaged in research on public school testing and remedial reading programs. Desire permanent position in Midwestern college or university. A 4731

Engineering: Registered engineer, industrial and teaching (university level) experience. B. Eng., M.Sc., doctoral work in Europe. Broad training in mathematics, physics, chemical, and mechanical engineering. Member: A.A.U.P., A.A.A.S., A.C.S., A.S.M.E., O.S.A., Amer. Soc. Phys. Teach., Nat. Soc. Prof. Eng., Sigma Pi Sigma, Pi Mu Epsilon, Pi Tau Sigma. Fields of teaching: mechanics, engineering materials, refrigeration, metallurgy, thermodynamics. Man, single, assistant professor at present. Invite correspondence concerning September, 1954. A 4732

English: Man, 43, associate professor, major university; seek full professorship, opportunity for advanced teaching in Renaissance. Honors, fellowships, offices in societies, articles, books, and good teaching. A 4733

English: Woman, single. Ph.D., University of Wisconsin. At present Associate Professor of English and Humanities in Eastern college for women. 10 years' college and university teaching experience from freshmen to graduate levels. Major field: 17th century English literature. Minor: Comparative Literature. Excellent references. Available fall, 1954. A 4734

English: Man, 36. Harvard Ph.D., Ford Fellow. Phi Beta Kappa. Six publications, book in preparation. Major fields: 17th century English and American literature. Teaching 7 years at two large universities: freshman literature and composition, public speaking, English novel, surveys of English and American literature, advanced American literature. Preference: east of Mississippi. Available September, 1955. A 4735

English: Man, 40, veteran, single. Ph.D. Publications. 2½ years' college teaching experience. Special interests: history of the language, Old and Middle English. Courses taught: freshman English, survey of English literature. 3 years' experience university library administration. 6 years' experience cultural relations work in government service. Available now. A 4736

English, Comparative, and Russian: Man, 35, single. Ph.D., Eastern university. 6 years' university teaching experience; 2 years' lecturing with U. S. Army Information-Education Service. Fields: American literature, comparative 19th century novel, modern criticism, Russian novel, creative writing. Experience in editing. Publications: criticism and fiction. At present studying at the University of Paris. Available September, 1954. A 4737

Fine Arts: Man, 42, married, 3 children. A.B., M.A., Ph.D. European and Central American study and travel. Emphases on art education, painting, art history, and art criticism. 18 years' teaching and administrative experience. Now head of small art department and director of art gallery. Achievements in the varied arts. Desire position in school with mature interest in art; preferably department chairmanship or combination teaching, graduate theses, and research. Available fall, 1954. A 4738

Fine Arts, Ceramics, Jewelry and Design: Young man. A.B., University of Miami; M.A., Michigan State College, June, 1954. At present a graduate assistant at Michigan State College. Desire a college teaching position. A 4739

French: Female, 24; seek instructorship in college or university. M.A., Middlebury College, graduate School of French in France. 2 years' study in Paris.

A 4740

French: Woman, senior, M.A., Ph.D., major American university. Residence and study in France. Publications. Experience in university teaching, as at present. Available June or September, 1954.

A 4741

French, Spanish: Man, 43, married, 1 child. Ph.D. in Romance Languages with 19 years of university teaching experience, including graduate courses, direction of theses, and departmental chairmanship. Several publications. Textbook and research volume nearing completion. Present rank, associate professor. Desire comparable position, preferably in West or Southwest. Available September, 1954.

A 4742

General Education or Physical Education: 7 years' college teaching experience in both areas. Man, 33, married, 1 child. Ed.D., with majors in both areas. Professional organization and some publications. Available September. Complete credentials upon request.

A 4743

Geology: Man, 37, married. Recent Ph.D., professional degrees. Teaching and research experience. Will initiate geology department in interested school or teach in strong established department in college or university.

A 4744

Geology: Man, 48, married, 2 children; Ph.D. Have wide domestic and foreign field experience with various companies; 10 years' teaching and administrative experience. Reference checks welcomed. Publications: 17 articles and one book. Now government employed; desire to return to academic environment.

A 4745

Geology: B.Sc., mining; M.S., Ph.D., geology. Phi Beta Kappa, Sigma Xi, Phi Kappa Phi, Sigma Gamma Epsilon. Considerable experience in college teaching and administration. Geological Survey publications. Field work in United States, Canada, and South America. Member of G.S.A. and A.A.P.G.

A 4746

German and/or Philosophy: See Social Ethics, Key Number A 4781.

German Language and Literature, General Education (courses in the Humanities and Natural Sciences): Man in middle years. Ph.D., Wisconsin. Wide experience in Eastern and Southern colleges and universities. Special student, Harvard 1952-53. Seek position as associate professor. Publications. Excellent references.

A 4747

German and Spanish: Woman, 33, 2 children. Ph.D. in philology, University of Heidelberg, Germany. Native of Germany, U. S. citizenship. 4 years' college teaching experience in German, Spanish, French, English. Traveled in Mexico. High level administrative offices held in Germany. Wide experience in public speaking. Writing German review grammar to be completed soon. A.A.T.G., A.A.T.S.P., M.L.A., A.A.U.P.

A 4748

Greek and/or Latin: Man, 39, single, Ph.D., Padova. Travelled 6 years in Latin-Europe and America. Two publications in linguistics. Outstanding record as a teacher at university level. No opportunity for advancement in present position. Best of recommendations. Available June or September, 1954.

A 4749

History: Man, 33, married. Ph.D., Far Eastern and European History; 4 years' teaching experience in history and an extensive humanities program at small liberal arts college. Available for position in fall, 1954.

A 4750

History: Man, married, America, educated partly in Europe. B.A. in Canada (after some study in Switzerland); M.A., Notre Dame. Now attending Sorbonne, Paris, doing research for doctoral thesis at National Archives. Several years' high school and 9 years' college teaching experience. Present rank assistant professor. Expert linguist, interpreter during last war; successful language teacher. Widely travelled in Europe, North Africa, etc. Special field: 18th

- and 19th century France and Germany. Excellent references. Desire change; warm climate preferred. Available September, 1954. A 4751
- History: Man, 42. A.B., San Francisco State College; Ph.D. in history, University of California; teaching experience in U.S. and abroad; one year at Heald's College, San Francisco; last year Assistant Professor of History, Western Montana College of Education, Dillon; at present Superintendent of Schools in a Western State. Desire a college teaching position. A 4752
- History and International Relations: Man, 35. B.Sc., economics, University of London; Ph.D. in history, University of California. Teaching experience: Lecturer (summer session—Russian history), University of California; since 1952 Assistant Professor of History in a Northwestern college (European history, international relations, comparative government and political theory). Also taught Economic History of Europe. Fields of specialization: History of Eastern Europe and Diplomatic History. Available September, 1954. A 4753
- History, Modern Europe: Man, 42. Ph.D., Harvard. 7 years' teaching experience in liberal arts college, chiefly Germany and Russia, Renaissance and Reformation. 3 years' cultural officer with Foreign Service. Available fall, 1954. A 4754
- History and International Relations, Asia and the Pacific Area: Man, 41, married. M.A. Ph.D. requirements completed except for dissertation (University of California, Berkeley). Educated in England, China, and the United States. 10 years in government service and, until recently, head of research section in a large public service organization. Member of several professional and academic societies and author of numerous articles. Book in progress. Writer of daily newspaper column on political and economic developments in the Far East. 2 years' experience in college teaching and at present lecturer on the history of Asia and international relations of the Pacific Area at a large Eastern university. Desirous of teaching position in university or college. Available fall, 1954. Information as to personal data, vocational experience, academic background, list of publications, as well as letters of recommendation will be furnished on request. A 4790
- Humanities, English and/or Interdepartmental: Man, 34, veteran, married, Ph.D., leading university. Doctorate in 18th century English literature with heavy work in linguistics and medieval studies. At present teaching literature and art history (Masterpieces of Art: Michelangelo to Picasso) in humanities department at a large Midwestern university. Also a graduate course in the interrelations of the arts. Awards, professional societies, publications. Present rank: instructor. Seeking a post with possibility of advancement and tenure (trial period perfectly acceptable). Size or location of school unimportant. Available June or September, 1954. A 4755
- Mathematics: Woman, 35, single. M.A. in mathematics. Working on credits for Ph.D. at Columbia University. 7 semesters' and 3 summers' experience teaching college mathematics in engineering college. References available on request. A 4756
- Mathematics: Man, 43. A.B., B.S., M.A., proximate Ph.D. 20 years' teaching experience, both university and secondary school. Present salary \$4360 for 9 months, but will consider all offers. Member A.A.U.P., American Math Society, N.E.A., C.O.E.A., M.E.A., Pi Mu Epsilon Honorary Society, and A.F.M. Write to Professor W. A. Catenaro, 851 Crescent Avenue, Covington, Kentucky.
- Mathematics: Man, 42, American, married, 2 children. Ph.D. Associate professor, 13 years' college and university teaching experience, 4 years as department head, 3 years applied mathematics in scientific development work. Strong in applied mathematics and mathematics education at the college level. Membership in national professional organizations, officer in one; scholastic honors, publications. Prefer departmental headship with institution interested in pro-

- viding a balance between good teaching and research. Excellent references. Position and salary open. Available June or September, 1954. A 4757
- Mathematics: Man, 35, married. B.S. in education, M.A., and Ph.D. in mathematics. 8 years of college teaching experience. Strong recommendations. Phi Beta Kappa, Sigma Xi, Pi Mu Epsilon. Protestant. Available fall, 1954. Desire position as assistant or associate professor in moderate size institution. A 4758
- Mathematics: Man, 37, single. Ph.D. in statistics, 7 years' teaching and published research in physical and biological sciences. Desire college or university appointment in mathematics to assist in developing statistics curriculum and research. A 4759
- Mathematics (undergraduate): Man, 47, married, 1 child. Ph.D. Experience in teaching and counseling and in teacher training. Desire position (secondary or college) in a department with progressive policy and program. A 4760
- Modern Near East, Byzantine Studies, Islamics: Man, 41, married, 2 children. Ph.D. Books, articles, 20 years' teaching experience. Now visiting professor in Midwestern state university. ACLS scholar, 1952-53. Expect to finish another book within 1954. Also taught Greek, Roman, Balkan, and Russian history and classics. Desire professorship or associate professorship, with opportunity for developing a program of Near Eastern Studies. Available September, 1954. A 4761
- Music: Graduate, Institute of Musical Art, piano. B.S., Juilliard School. M.M., University of Southern California. Europe 2 years. 5 years' college teaching, 20 years' private. Administration experience. Piano, pedagogy, theory, musicology, choral. Available summer and fall, 1954. A 4762
- Music: Man, 26, married, 1 child. B.A., M.A. 1 year college level experience. Teaching or have taught: orchestration, music history, instrumental methods, conducting, piano, music theory, and music literature. Experience in orchestral and choral conducting. Now teaching in leading Midwestern college. Appointed to present post to fill vacancy caused by man going on leave for one year. Member A.A.U.P., A.M.S., M.L.A., M.T.N.A., and Am. Sym. Orch. League. References available Cornell University Educational Placement Bureau. Available September, 1954. A 4763
- Music Education: B.S. and M.A., University of Minnesota. Working on Ph.D. at University of Kansas, with fellowship in Graduate School. Interested in administrative and/or music education post with or without instrumental ensemble conducting. 12 years' of successful teaching and administration in leading Midwestern state universities. Excellent references. Desire change. Published works. Available September, 1954. A 4764
- Pharmacology and Physiology: Man, 34, married. Ph.D. 2 years' experience in industrial pharmacology. Major fields and interests: pharmacodynamics, mammalian physiology (especially the cardiovascular system), nutrition, wound healing, and toxicology. Desire teaching position with opportunity for active research. Available in summer, 1954. A 4765
- Philosophy: Man, 42, married, 1 child. B.S. in English, Haverford; B.D., Yale; Ph.D., Edinburgh. 4 years' experience as head of department; 4 books published, one in process, one in preparation; available now for teaching, preferably Eastern. Phi Beta Kappa; Marburg, Heidelberg, and other European background. Member A.P.A. Point of view liberal and traditional. A 4766
- Philosophy: Man, married. A.B. and B.D. in Europe; M.A., Ph.D., Yale. 11 years' teaching experience. Special experience in downtown education. Head of department and full professor. Special fields: Kant, political philosophy, philosophy of religion, social ethics. Taught also logic, history of philosophy, ethics, philosophy of science, epistemology. Organized a new department.

- Research foundations of social ethics. Professional lecturer. Experience in community promotion of education. Want change fall, 1954 and summer teaching. A 4767
- Philosophy, English Literature, and Economics: M.A., University of Oxford, England; 16 years' successful experience in both undergraduate and graduate teaching in England and in U.S.A. Desire appointments for summer, 1954 and for academic year 1954-55. A 4768
- Philosophy and Philosophy of Religion; Bible and Christian Thought: Man, 38, married, 3 children. Ph.D., Columbia; B.D., Yale and Andover Newton; A.B., Harvard. 7 years' teaching experience. Fields of main interest and experience: Introduction to Philosophy; History of Philosophy; Philosophy of Religion, Ethics, and Christian Thought; and Bible. 3 years as head of department of philosophy and religion. Articles in *Religion in Life* and *The Personalist*; reviews in *The Review of Religion* and *Christian Century*. Available for liberal denominational college, university, or preferably seminary teaching. A 4769
- Philosophy and Education: Man, married, Ph.D., Columbia University; retired from 35 year position as professor, department head, and dean. Have 42 years' experience in teaching philosophy, education, and psychology in four colleges. Listed in *Who's Who*. Preference part-time work. Available September, 1954. A 4770
- Physical Education: Man, 30, veteran, married, 1 child. B.S., M.Ed., some work completed toward doctorate. 4 years' college teaching experience. Present rank, assistant professor. Presently teaching professional physical education courses, directing intramural program for men, and serving as head athletic trainer at a state teachers college. Member of American Association for Health, Physical Education and Recreation, active at state and district levels; American School Health Association; National Athletic Trainers Association; Association for Physical and Mental Rehabilitation; and American Association of University Professors, local chapter vice-president. Desire position teaching professional physical education courses in a college or university which offers opportunity for professional advancement. Can be available summer or fall, 1954. A 4771
- Physics: Man, early forties, Ph.D. Desire position as chairman or professor, if improvement over present post. Many years' experience, research, teaching, author. Good speaker, wide interests, languages, sociable. A 4772
- Physics: Man, mature age, married, 1 child. Ph.D. Sigma Xi. Experience in engineering, liberal arts, teachers colleges. Chief interest in classroom teaching. Interested in connection with institution having strong physics department. Available summer or fall, 1954. A 4773
- Political Science: Order of competence and preference: international relations, comparative government (particularly Western Europe and Far East), American government, U. S. politics, parties, pressure groups, and propaganda. Ph.D., University of Chicago. Teaching in universities: 3 1/2 years. Publications: 4 articles, also much nonprofessional fiction. Now teaching. Will go anywhere after May, 1954. A 4774
- Political Science: Married man, 40, available fall, 1954. Theory, American government all levels, comparative government, world politics and relations. 5 years' university teaching; Ph.D. from leading university. Also trained journalist; variety of publications; widely travelled; 4 years' military, mainly staff and MG in Orient. Excellent references. A 4775
- Political Science, Economics: Middle aged man. M.A., LL.B. (also finished course requirements for Ph.D. in economics). Prefer student participation type of teaching. Successful university experience in teaching the following: corporation finance, public finance, economic history, labor economics, business law,

- principles of economics. Also interested in teaching the following: comparative European governments, constitutional law. Available for summer session, 1954, or autumn. A 4776
- Political Science and International Relations: Man, 34, married, 1 child. M.A., Ph.D. and Phi Beta Kappa. 4 years' experience teaching American government, comparative government, administration, international relations, and general social science. Moderate past and current publication record. Fulbright scholar. Available September, 1954. A 4777
- Psychology: Associate professor, 37, Canadian university, experimental and social. Interested in graduate teaching and research, counseling. New England area. A 4778
- Psychology and Counseling: Man, 36, married. B.A., Swarthmore College; M.A., University of Pennsylvania; doctoral residence and course work completed. 6 years' teaching in colleges and 3 directing psychological services. 2 publications. Teaching in Kansas. Desire to move North or East. Experienced in liberal education and able to present psychology as general education. Excellent references. A 4779
- Russian, Mathematics, Political Science: Man, 50, single. M.A., Slavic philology; M.S., mathematics; Ph.D., political science, University of Bonn. Russian, mother tongue. 66 semester hours in Russian language, literature, and methods of teaching, 10 years of teaching experience, publications in Russian, research work concerning Russia. California, Colorado, etc., secondary and junior college teacher's licenses. Present rank, Professor of Mathematics and Political Science; Chairman, Department of Political Science. 3 years' teaching experience in a New England college. Desire teaching and/or research position. A 4780
- Social Ethics, Philosophy, Sociology: Man, still best years, Ph.D., German and American background, also publications in pedagogics, and experience in counseling is available where liberal approach to religion is given consideration. A 4781
- Sociology: Man, 33, married, 1 child. Ph.D., Cornell University; major: sociology and rural sociology; minor: education and economics. 5 years' public school teaching and administration; 3 years' college teaching. Desire teaching position. Subjects with best preparation: introductory sociology, social problems, community organization, rural sociology, educational sociology. Available fall, 1954. A 4782
- Sociology, Anthropology: Man, 35, Ph.D. (in anthropology). 7 years' experience teaching in both fields: social organization, personality and culture, minorities, acculturation, social theory. Available in summer or fall, 1954. A 4783
- Sociology and/or Psychology (Family, Research, Social Psychiatry, Educational Sociology, Social and Educational Psychology; Teaching and/or Research; Coaching Major Sports): Man, 26, married, Jewish, W. W. II veteran. B.A.; M.A.; Ph.D. requirements completed except for generals and dissertation. Read German and Spanish. College teaching in sociology and psychology. Social research analyst 2 years for state welfare department. Honoraries: A.K.D., Psi Chi. Numerous articles published, contribution to book, monograph in progress. Excellent references. Available summer or fall, 1954. A 4784
- Spanish and German: Man, 46, native-born United States citizen, Christian, married, 2 children. Ph.D., University of Minnesota, equally qualified in Spanish and German languages and literatures. Special field: Golden Age and Modern literature of Spain and Spanish America. Extensive experience in administration and vocational counselling. Travel on four continents. Publications. A 4785
- Speech and Theatre: Man, 36, married, 2 children. Experienced director. 11 years' teaching experience in college and high school. Subjects: acting, direct-

ing, interpretation, play production, public address, voice and diction, theatre history. Expect Ph.D. in August; minor in English. College or university teaching. Available July, 1954. A 4786

Treasurer, Business Manager, Bursar: College graduate, New England background. Major: banking-economics, with successful business career which includes 16 years' leading national investment dealer formulating investment policies for corporations and individuals. Prefer association with college or preparatory school in financial capacity. Fully experienced: investments, credits, book-keeping, office routine, personnel. Athletic interest, particularly youth programs. 48 years old, excellent health, energetic, good appearance, 6 feet tall, 180 pounds weight. Banking and business references. A 4787

Zoologist: Man, 38, 3 children. Ph.D., University of Michigan. 3 years' university teaching and one year radioisotope research experience. Main interests: ecology, mammalogy, vertebrate natural history. Desire academic position. A 4788

Zoology, Ecology: Man, 33, Ph.D. Zoologist by background, with research and publications in vegetation analysis, animal ecology, and ecological theory. Present work is research with radio-isotopes in aquatic biology. Teaching interests include plant and animal ecology, fresh-water biology, invertebrate zoology, general biology. Desire teaching or research position as a zoologist or biocologist, with location in or near major city preferred. A 4789



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